NAVAL POSTGRADUATE SCHOOL

MONTEREY, CALIFORNIA

MBA PROFESSIONAL REPORT

A Study of Issues Affecting International Students at the Graduate School of Business and Public Policy in the Naval Postgraduate School

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           June 2005

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The NPS mission is "To provide relevant and unique advanced education and research programs that increase the combat effectiveness of the United States and Allied Forces..."

The goal of this study of International Military Students (IMS) at the Graduate School of Business and Public Policy is to identify issues that affect them. A total of 42 IMS participated in the study, out of a possible 59 students from 51 different countries, including four graduating students, 10 new students and 38 current students.

Issues that were identified include: lack of information on NPS before coming to Monterey, some students do not select their curriculum, some students have insufficient skills in speaking and writing English, heavy workloads, unfamiliarity with IMS ranks by US students and faculty, and the high cost of living.

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A STUDY OF ISSUES AFFECTING INTERNATIONAL STUDENTS AT THE GRADUATE SCHOOL OF BUSINESS AND PUBLIC POLICY IN THE NAVAL POSTGRADUATE SCHOOL

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from the

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EXECUTIVE SUMMARY

The US Government in its efforts to promote a safer, free and democratic environment around the world provides graduate education to its allies and friends. International Military Student (IMS) who come to study at NPS do so under these notions, with the objective that students who graduate will be able to apply what they have learned, for the betterment of their military and country, when they return home. For the US Government to realize this purpose requires that institutions such as NPS, and in this case Graduate School of Business & Public Policy (GSBPP), continually refine their programs and services to meet IMS needs.

The goal of this study of IMS at the Graduate School of Business and Public Policy is to identify issues that affect them. The survey population was grouped into three categories: the graduating international students, the new international students and current international students. A total of 42 IMS participated in the study, out of a possible 59 students from 51 different countries, including four graduating students, 10 new students and 38 current students.

Issues that were identified include: lack of information on NPS before coming to Monterey, some students do not select their curriculum and some students have insufficient skills in speaking and writing English. Other issues include: heavy workloads, unfamiliarity with IMS ranks by US students and faculty, and the high cost of living.

 We suggest that courses like IT1600 and IT1700 be integrated into the main programs and focused on improving IMS speaking and writing skills. We also suggest that GSBPP do more formal integration of IMS and American students by, for example, showing movies on a variety of international cultures. Our other suggestions include a review of the IMS selection process and paying attention to quality of life issues.

For future research we suggest that in-depth and long-term research be conducted with IMS throughout NPS, including qualitative and quantitative approaches to understanding their experiences and tendencies.

Ultimately the goal of the IMS experience is to realize the NPS mission and that is "To provide relevant and unique advanced education and research programs that increase the combat effectiveness of the United States and Allied Forces..."

I.   INTRODUCTION

A.   INTRODUCTION

The Graduate School of Business and Public Policy (GSBPP) at the US Naval Postgraduate School has been offering graduate education to international students since 1952. Throughout the years, the school has continually refined its programs in its drive to meet the needs of its clients, the US Department of Defence and the International Military Community.

Approximately 20 percent of the students at GSBPP are students from countries other than the United States. International students in all universities have different needs and problems than do local students. Some of the obvious problems have to do with learning when English is a second or third language for a student, the applicability of a curriculum designed by Americans for Americans, and administrative issues involving travel, accommodation and life in a foreign country.

B.   THESIS OBJECTIVES

This study focuses on the international students at the Graduate School of Business and Public Policy. It intends to identify both the problematic and the beneficial-areas of administration, academics, academic support and quality of life--that GSBPP international students experience from the time they are notified of their acceptance to NPS, and while studying at the school.

The findings of this study aim to provide NPS administration and faculty an understanding of the issues that affect international students, in an effort to enhance those students' learning experience while attending NPS.

C. RESEARCH QUESTION

1. Primary Research Questions

Based on the information obtained from this study, we intend to answer the following questions:

> What is particularly successful and helpful for international students at the GSBPP?
>
> What is problematic?

2. Secondary Research Questions

> What is the overall GSBPP administration process for international students?
>
> What lessons we can learn to assist international students in making the experience more successful?
>
> Do administration and selection processes allow and encourage students to select an appropriate curriculum?

D. SCOPE

This study focuses on four areas:

> Administration
>
> Academics
>
> Academic support
>
> Quality of life

It is limited to GSBPP international students who were enrolled between September 2004 and February 2005, and does not cover policy issues of GSBPP, NPS or the US Government.

It is not the intention of this study to restructure the curriculums; nor does it seek to address the administrative policy of GSBPP, NPS or the US Government.

E.   METHODOLOGY

To identify the problems and benefits international students at GSBPP are experiencing, a survey was conducted using two methods[1] of data collection, the qualitative method and the quantitative method.

> Qualitative survey[2] – Interviews were conducted among graduating students, new IMS students, and GSBPP faculty by using open-ended questions to collect and analyze data, and then understand what subjects do.

> Quantitative survey – Questionnaires were administered to current IMS students at the GSBPP by employing both closed- and open-ended questions to gather data and analyze the results, and then to find out how often something happens or what percentage of people do it.

The survey population was grouped into three categories: graduating international students, new international students and current international students. Graduating students are those who graduated in December 2004, new students are those who enrolled in January 2005 and current international students are those not in these two categories, but who were enrolled at the time of the survey.

F.   ORGANIZATION OF THE STUDY

The study is organized into five chapters. Chapter I is the introduction. It provides a background and outlines the research settings. It specifies the objective of the hypothesis, research questions, research objectives, Research Hypothesis, scope of studies and methodology employed.

Chapter II provides an overview of courses and curriculums offered at GSBPP and describes the international student population; administrative process for international students, learning facilities available to students and the programs offered to enhance their quality of life while at NPS.

Chapter III outlines a detailed description of the research plan and the methodology used in this study.

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[1] Babbie, E., 1988. "Survey Research Methods." Wadsworth Inc.

[2] Boyatzis, R. E., 1988. "Transforming Qualitative Information. Thematic Analysis and Code Development." Sage Publication.

Chapter IV shows the results and analysis of data collected from interviews and questionnaires done among faculty, newcomers, current students, graduating students, graduates, staff and clients of this project. The findings will be discussed and related to the research hypothesis and questions.

Chapter V concludes the study and recommends what actions should be taken for international students studying at NPS.

G.   BENEFIT OF THE STUDY

The study will provide information that will assist the NPS International Program Office, GSBPP program managers and faculty in better understanding the issues that affect international students studying at GSBPP.

The deliverables from this study include:

Recommendations for the attention of those responsible for the administration and management of GSBPP international students,

Briefing with international students' academic advisors, The Dean of the International Programs Office and the Dean of GSBPP,

PowerPoint presentation to members of the GSBPP faculty and any other interested members of the NPS community.

II. OVERVIEW OF GRADUATE SCHOOL OF BUSINESS & PUBLIC POLICY

A. INTRODUCTION

This chapter provides an overview of GSBPP in order to give the reader an understanding of the curriculums that are offered, the international student population, the administrative process that an international student goes through, the academic support that is provided and the programs available to enhance student quality of life while at NPS.

B. GRADUATE SCHOOL OF BUSINESS & PUBLIC POLICY

GSBPP is one of the four graduate schools at NPS. The other three schools are: the Graduate School of Engineering & Applied Science, the Graduate School of Operational & Information Science and the School of International Graduate Studies.

GSBPP offers a unique resident defense-focused MBA program. The school is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA) and the American Association of Collegiate Schools of Business (AACSB).

The responsibility of the school is the design of academic programs to educate officers and Department of Defense (DoD) civilian employees in a variety of functional management specialties. Although the school does not have separate departments, the six main programs/areas of interest are: Logistics Management, Acquisition Management, Financial Management, Defense Management, Manpower Management, and Information Systems Management.

Each area of interest is connected to one or more curriculums. Table 1 presents degree programs and curriculums offered by GSBPP.

Table 1.   GSBPP degree programs and curriculums

Degree Program / Area of Interest	Curriculum	Number	Degree
Resident Program			
Logistics Management	Supply Chain Management (Trans)	813	MBA
	Transportation Management	814	MBA
	Supply Chain Management (Inv)	819	MBA
	Material Logistics Support	827	MBA
Acquisition Management	Acquisition & Contract Management	815	MBA
	Systems Acquisition Management	816	MBA
Acquisition Management	Financial Management	837	MBA
	Defense Systems Analysis	817	MBA
Defense Management	Resource Planning & Management	820	MBA
	Defense Systems Management	818	MBA
Manpower Management	Manpower Systems Analysis	847	MBA
Information Systems Management	Information Systems Management	870	MBA
Distance Learning Program			
Executive MBA	Financial Management & Acquisition	805	EMBA
Acquisition Management	Contract Management	835	MS-CM
	Program Management	836	MS-PM
	Systems Engineering Management	721	MS-SEM
Leadership	Leadership Educ. & Devl.	856	MS-LHRD

Source: GSBPP Office of Instruction dated 24 Feb 2005

C. INTERNATIONAL STUDENTS

1. Population

According to the International Programs Office (IPO) at NPS, international students make up 30 percent of students attending the Naval Postgraduate School in 2005. Of this, 17 percent are currently enrolled in the School of Business and Public Policy. Table 2 is a summary of the number of international students at GSBPP as of February 2005.

Table 2. Summary of International Degree Students at GSBPP as of February 2005. International students represent 20 % of the enrollment within GSBPP, representing 20 countries.

Region	Country	No. of Students	Ratio (%)	Region	Country	No. of Students	Ratio (%)
Europe			23	45%	**Asia**		21	41%
	Czech Republic	2	4%		Turkey	10	20%
	Germany	2	4%		Bahrain	1	2%
	Greece	6	12%		Indonesia	3	6%
	Hungary	1	2%		Japan	2	4%
	Norway	1	2%		Korea	1	2%
	Lithuania	1	2%		Taiwan	2	4%
	Poland	6	12%		Singapore	2	4%
	Romania	2	4%	**North and South**			
	Ukraine	2	4%	**America**		2	4%
Africa		2	4%		Dominican Republic	1	2%
	Botswana	2	4%		El Salvador	1	2%
Australia and Oceania		3	6%				
	Australia	2	4%				
	Papua New Guinea	1	2%				
				N = 51	**Total = 21 Countries**		

Source: NPS International Program Office dated 02 Feb 2005

2. Sponsors

Currently, there are three sponsorship programs under which international students come to NPS, The IMET[3] program, the FMS program and the CT program. These programs are part of the US government's bilateral arrangement with students'

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[3] IMET students: "Contrary to popular usage, the acronym IMET does not refer to the entire U.S. foreign military training program. IMET, along with Foreign Military Sales, the Professional Military Exchange (PME) program and Unit Exchange, comprise the U.S. Security Assistance Training Program (SATP). More specifically, IMET is a grant program established by Congress as part of the Arms Export Control Act of 1976. IMET grants enable foreign military personnel from countries that are financially incapable of paying for training under the Foreign Assistance Act to take courses from the 2000 offered annually at approximately 150 U.S. military schools across the country, receive observer or on-the-job training, and/or receive orientation tours. Finally, the Coast Guard offers IMET recipients the opportunity to learn maritime-related skills." Retrieved June 08, 2005 from http://www.fas.org/asmp/campaigns/training/IMET2.html

host countries. In the IMET program and the Counter Terrorism (CT) program, the US government pays for travel to and from Monterey, tuition, book allowance, rental accommodation, living allowance and medical benefits. In the FMS program, the student's government pays for his/her tuition, book allowance, rental accommodation, living allowance and travel to and from America. In no case does the sponsorship cover expenses for family members; however, many host countries provide funding for their students' families. Currently, GSBPP has 31 students under the IMET program, 18 students under the FMS program and 1 student under the CT program.

3. Student Distributions

There are 17 curriculums offered by GSBPP to students in the Graduate Degree programs. International students are enrolled in nine of these curriculums. Table 3 is a summary of the distribution of students by curriculum, study quarter, service and rank.

The majority (94%) of GSBPP international students are members of the military, while six percent are civilians. Six percent of those attending have rank of Lieutenant Colonel or equivalent, and 78 percent are of lower rank. Although the highest percentage of students are army officers, the other two services combined have just as many students, making for a fair distribution (with the exception of the civilians).

Table 3.   Summary of the distribution of students by curriculum, study quarter, service and rank

Number of Students by curriculum, service, rank and quarter in study

By Curriculum			By Services		
Curriculum Code	No. of Students	Ratio (%)	Service	No. of Students	Ratio (%)
814	1	2%	Army	20	39%
815	5	10%	Air Force	12	24%
816	6	12%	Navy	15	29%
818	3	6%	Civilian	4	8%
819	1	2%	**By Rank**		
820	12	24%	Rank	No. of Students	Ratio (%)
827	4	8%	Lt. Col/Cmdr	3	6%
837	6	12%	Maj/Lcmdr	14	27%
847	13	24%	Capt/Lt	16	32%
By Study Quarters			1st Lt/LTJG	14	27%
Quarter Code	No. of Students	Ratio (%)	Civilians	4	8%
034	7	14%			
042	15	29%			
044	9	18%			
052	20	39%	**N= 51**		

Source: GSBPP Student Records obtained from the Student Services Office dated 01 Mar 2005

The distribution by study quarter indicates when students enroll at the school. Generally, international students enroll in June (Code 042 and Code 052) or in December (Code 034 and Code 044). Most of the curriculums offered by the GSBPP are either for 6 or 7 quarters.

4.   Specific Curriculums for International Students

There are two curriculums that are only offered to international students, curriculums 818 and 820. All others are offered to both US and international students. Curriculums 818 and 820 were designed specifically to meet the needs of international militaries. Curriculum 818 has more flexibility, in that it offers a number of electives in the last three quarters, while curriculum 820 is a fixed program with fewer electives. From the students' distribution (Table 3) we note that 60 percent of the students are taking curriculums other than 820 and 818. This represents a high number; however, student numbers are evenly distributed throughout the seven curriculums.

D.   NPS ADMINISTRATION & CHECK-IN PROCESS

International students at GSBPP follow the same process as all other international students who come to study at NPS. Basically, there are three main parts to that process:

Student's Home Country

US Security Assistance Managers (SAM)

NPS – International Programs Office (IPO)

1.   **Student's Home Country**

All students who attend NPS come from countries that have bilateral arrangements with the US government. For a student to attend NPS requires discussion between the student's home country and the US Security Assistance Managers (US SAM). US SAM are located in strategic locations around the world. First, the US SAM advises the home country on what is on offer, based on some predetermined understanding. The student's home country then selects the students and forwards their transcripts to the US SAM, who forwards the transcripts to NPS for screening and acceptance. The decision on which curriculum a student undertakes remains with the home country; however, NPS normally indicates, through the US SAM, the quota available to international students for each program. Once a student meets the requirements of both the US government and NPS, the host country is responsible to prepare him for coming. Normally this is done through coordination with the US SAM. Figure 1 is an illustration of the process a students goes through during the evaluation part of his selection to attend NPS.

1. Academic evaluation is done prior to issuing an ITO.
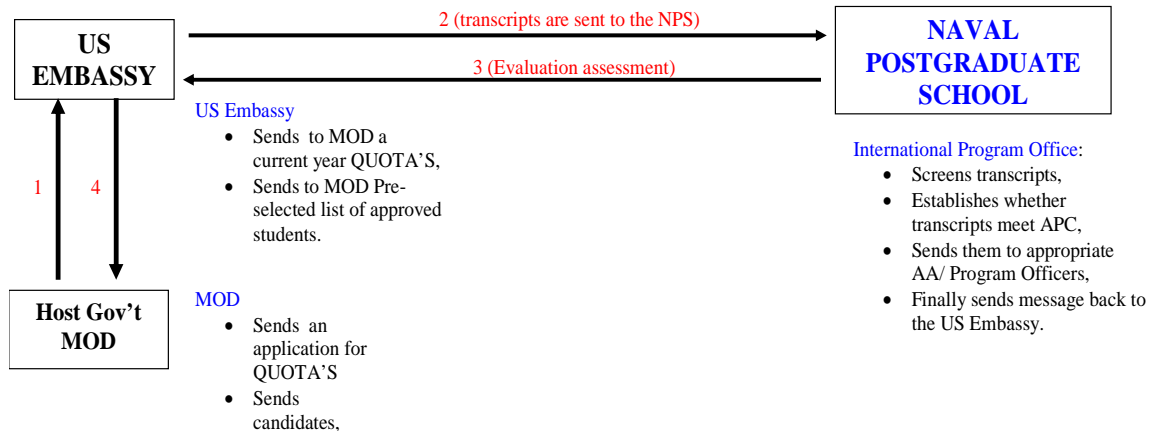
Figure 1.　　　The student evaluation process.

Student evaluation process **-** The student's home government MOD, which sends an application for the current year's quotas, takes the first step in the process. When a MOD gets an answer, it sends to the United States Embassy a list of nominated candidates. The Embassy then makes a first evaluation and sends a pre-selected list of approved students to the MOD and to NPS for further evaluation.

The next steps belong to NPS representatives, particularly to the IPO, they are:

Screening transcripts

Establishing whether transcripts meet the APC

Sending them to appropriate Academic Associates or Program Officers

Assigning the student to a particular program at NPS

Sending a message back to the United States Embassy with the final evaluation assessment

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2. US Security Assistance Managers (US SAM)

The US SAM are representatives of the US Government strategically located around the world, and deal with matters relating to US government programs and the students' home countries. They coordinate between institutions and the students' home countries. This includes providing information and briefs to students before they travel. For students coming to NPS, the IPO sends to the US SAMs information students needs to know before coming.

The US SAMs are also the persons that are responsible for issuing International Travel Orders (ITO) to students. ITO are basically instruments that are used to cover and provide for the administration of students while in the United State. Figure 2 illustrates the process after a student meets all the requirements

2. Issuing an ITO

6 **US Embassy Sends approved list of students**

| US EMBASSY | Host Gov't MOD |

7 Student reports to the NPS

FMS (Foreign Military Sales) – Gov't pays

IMET (US pays)

Naval Education & Training Security Assistance Field Activity

NAVAL POSTGRADUATE SCHOOL

3

Business Agent

Funding approved

1 (Applications are sent to the Country Manager)

2   4

Country Manager

5. Country Manager Authorizes issuing an ITO

Figure 2   Process after meeting all requirements

At almost the same time, when the United States Embassy receives the final evaluation from NPS, they send it to the student's Government MOD and to the appropriate US SAM for issuance of an ITO. The United States Embassy does this for students who are under the IMET program. When students are under the FMS program (meaning that the student's home government pays for studies), an application for issuing

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an ITO is sent by the student's government MOD directly to the US SAM. Then those applications, through a Business Agent, go to the Naval Education & Training Security Assistance Field Activity (NETSAFA) in Pensacola for funding approval.

When funds are approved, the US SAM authorizes issuance of an ITO, which is a contract between the student's country and the United States for the education program at NPS, and sends all the documents back to the United States Embassy, which forwards a final list of approved students to NPS. The final step in the process belongs to the student, who reports to NPS.

3.   NPS International Program Office (IPO)

Before a student comes to NPS, he must meet all the requirements of the US Government, NPS entry requirements and home country requirements. NPS is responsible for him/her once he arrives at Monterey. This responsibility is administered by the IPO and generally includes:

> Ensuring that all documentations are in order
>
> Providing students with further information about NPS and Monterey
>
> Providing information on housing, banking, schools for children, buying a car, and other issues relating to students' accommodations
>
> Informing students of any changes in US Government or NPS policies relating to their stay at Monterey
>
> Coordinating all of the administrative details, with security assistance offices of all the countries and with Naval Education & Training Security Assistance Field Activity (NETSAFA) in Pensacola, for allowances and funding while students are at NPS
>
> Arrange students' travel back to their home countries after completion of studies

E.   ACADEMIC SUPPORT

To enhance student learning, GSBPP provides support to both international and American students. This support includes: computer labs, photocopying facilities, phone lines for local and authorized long-distance calls, break room, briefing rooms, and the

availability of classrooms after hours on request. These facilities are available around the clock. In the computer laboratories are more than 50 workstations, which are shared among the 300-plus students of GSBPP.

Students also have access to all facilities and services provided by the Knox Library at NPS. The services include: computers, photocopiers, study desks, group-study rooms, research help desk, and classes on how to fully utilize selected software to help in research. The library has more than 40 computer terminals available to the students.

Another available service is the computer help desk. This desk assists students in the configuration of their personal computers, enabling them to log into the NPS system using either dial-up from home or internet high speed connections. It also helps students with computer laptops to log on using wireless when at NPS, and provides them with downloads of selected software, if required.

The bookshop at the Navy Exchange is a facility that stocks books assigned for courses. These books are available for purchase and depending on each international student's program of sponsor, they may be able pick up books from the bookstore at no cost to themselves (billed to the sponsor).

In addition to these support services, each student is assigned a curriculum advisor. The advisor is available to the student for advice on courses to be taken, scheduling of classes and other matters that may relate to his studies while at NPS. The students are also assigned into sections with a section leader appointed to represent either the group or specific individuals in matters relating to administration or support provided by GSBPP.

F.   QUALITY OF LIFE PROGRAMS

There are two programs that are specifically designed to cater to the needs of international students and their families while at NPS. The programs are the International Program trips and the student sponsor programs. These programs are coordinated by the IPO.

1. International Program Trips

Throughout the year, the IPO organizes a number of trips to places of interest within California. These trips are all paid for by the IPO and range from a day to a weekend to give international students and their families further opportunity to appreciate American culture and way of life. Some of the places they may visit are: Yosemite National Park, Stanford University and Sacramento, California. Students must meet the criteria and apply to attend such field trips.

All NPS international students get an opportunity to visit Washington D.C for a week, either during the winter or the summer break. The trip is taken as part of a course in American Cultures and does not include families. This trip is also fully funded by the IPO.

2. Student Sponsor Programs

This program is organized by the IPO for all the international students. In this program, American students who are in their second or later quarters are asked to volunteer to become a sponsor for one of the international students and their families. Normally, the IPO would try to match students who are in the same schools and programs. One of the tasks of the sponsor is to meet the international student at the Monterey Airport on arrival and take him to either the Bachelors Officers Quarters (BOQ) at NPS or another prearranged place of accommodation. The sponsor also help the student in the first few weeks in finding accommodations, opening up bank accounts, finding a car, and generally assisting the student and family to settle into Monterey.

It is expected that the relationship between the sponsor and student will continue throughout their time at NPS, and in many cases both families are involved.

3. Other Programs

The Military Welfare and Recreation (MWR) office at NPS also offers trips to places of interest in California for families throughout the year. The trips are open to both American and international students at their own personal expense.

Another program designed specifically for international student spouses is a free course in English. The course is run as part of the IPO program. IPO also coordinates a committee that is elected by international students to organize activities that will foster closer relationships between countries. This committee operates a furniture locker, which assists students with furniture for their residences for a small fee. The committee also organizes day trips for families. These trips are separate from the IPO programs. Other activities of the committee include organizing the international day and other fund-raising activities to support its objectives.

Other facilities available to international students and their families include: gymnasiums, sports grounds, Defence Language Institute (DLI) medical clinic, Navy Exchange shop, on-base restaurants and bar, and the Fort Ord commissary. Basically, they rate the same privileges as US military personnel.

G.   SHAPING OF HYPOTHESIS

In November 2004 we interviewed three staff members of NPS, two from the GSBPP faculty and one from the IPO. The purpose of the interviews was to assist in shaping the hypothesis for this research.

1.   Interview with the IPO Staff Member

In our interview with the staff member of the IPO, the following administrative information and issues were raised. When an IMS is confirmed to attend NPS the IPO, through the US SAM, sends information briefs about what a student may expect when he/she arrives to Monterey. This information should include:

Travel schedule

Courses that are given by NPS

The weather in the area of Monterey

Uniform rules

Military housing and temporary housing (BOQ)

Medical insurance

Local customs

Schools for spouses and children

Other necessary advance administrative details

However, many students have reported that they did not receive sufficient information about NPS before coming to Monterey. This has resulted in many complaints from students regarding the NPS check-in process. It is possible that there is a lapse in coordination between NPS, US SAM and each student's MOD.

2. Interview with GSBPP Faculty Member #1

According to one faculty member we interviewed in December 2004, there are three categories of IMS at GSBPP:

IMS outside GSBPP taking business courses

IMS within GSBPP taking curriculums other than 820 and 818

IMS within GSBPP taking 820 or 818 (These two courses are specifically designed for IMS)

From his observation as a Lecturer he found:

IMS tend to participate more effectively if they can relate to the subject of discussion.

Participation of IMS or any student is more personality driven.

Some IMS tend to be extroverted in nature while others are more introverted.

Studying at GSBPP is more challenging for IMS, especially when English is their second language.

From his observations as an Academic Advisor (AA), he pointed out that:

Selection process must be reviewed due to the fact that some IMS were enrolled without the pre-requisite qualifications.

Entry to GSBPP should not be a numbers game.

Those who display superior performance tend to have high TOFEL score and come from a business-related undergraduate background.

He recommended that:

> More and more IMS should be enrolled in the 818 curriculum (because there is more flexibility in the electives, so that after covering the core business subjects the IMS can decide on what courses are relevant and applicable to him when he returns to his country).

3. Interview with GSBPP Faculty Member #2

The second member of the faculty whom we interviewed pointed out the following as matters for concern regarding IMS at GSBPP:

> It can be very difficult completing an intensive Masters Program in a second or third language.

> With current workload, he wondered whether courses like IT1500, IT1600 and IT1700 were of any benefit, especially when taken alongside the core subjects. Is there are way these courses can be integrated into the main programs?

> Integration of IMS into groups. Maybe the GSBPP needs to do more to formalize integration.

> Do IMS get to know the curriculums they take before coming to NPS, and how do IMS get to decide which curriculum to take?

> Are the facilities provided to support learning adequate?

> Is there any quality of life issue that may affect students' learning?

He recommended the following as suggestions:

> There should be more preparation, especially in English, before students get enrolled at NPS.

> He would like to integrate courses like IT1500, IT1600 and IT1700 into the main programs.

> Do appropriate grouping in order to integrate American and international student communities.

> He proposed that it is best for IMS to take the 818 curriculum because it gives the flexibility for students to decide which course are more relevant for application back home, after graduating from NPS.

> The process of transcript screening, both in the students' home countries and in the US Embassy should be more transparent.

H.   THE HYPOTHESIS

The following hypotheses were drawn, based on the issues raised by the members of the NPS staff whom we interviewed. The hypotheses are listed under the four main areas of our focus in this research: Administration, Academics, Academic Support and Quality of Life.

1.   Administration

Hypothesis 1 - Students who were satisfied with information about NPS before coming will be satisfied with the NPS check-in process.

Hypothesis 2 - Students who were satisfied with the NPS check-in process take less time to complete their accommodation arrangements.

Hypothesis 3 – Students who complete their accommodation arrangements in less time will be more satisfied with their curriculum.

2.   Academics (Curriculum)

Hypothesis 4 - Students who select their curriculum will have a higher level of satisfaction than those who do not.

Hypothesis 5 - Students who have a higher level of satisfaction with their curriculum will find that the course is highly beneficial to their next appointment.

3.   Academics (Participation)

Hypothesis 6 - Students who have a higher level of English proficiency will feel more comfortable participating with American students in study groups.

Hypothesis 7 - Students who have a higher level of English proficiency will feel more comfortable participating in class discussions.

Hypothesis 8 - Students who have backgrounds in Business and Management will feel more comfortable participating with American students in study groups.

Hypothesis 9 - Students who have backgrounds in Business and Management will feel more comfortable participating in class discussions.

Hypothesis 10 - Students who find studying in groups to be helpful will feel more comfortable to participate in class discussions.

Hypothesis 11 – Students who are comfortable participating with American students in study groups will be more likely to be satisfied with their curriculum.

Hypothesis 12 – Students who are comfortable participating in class discussions will be more likely to be satisfied with their curriculum.

4.   Academic Support

Hypothesis 13 - Students who are satisfied with the supporting facilities provided to them will have a higher level of satisfaction with their curriculum.

5.   Quality of Life

Hypothesis 14 - Students who are satisfied with their quality of life will have a higher level of satisfaction with their curriculum.

The relationship between the hypotheses is illustrated in Figure 3.
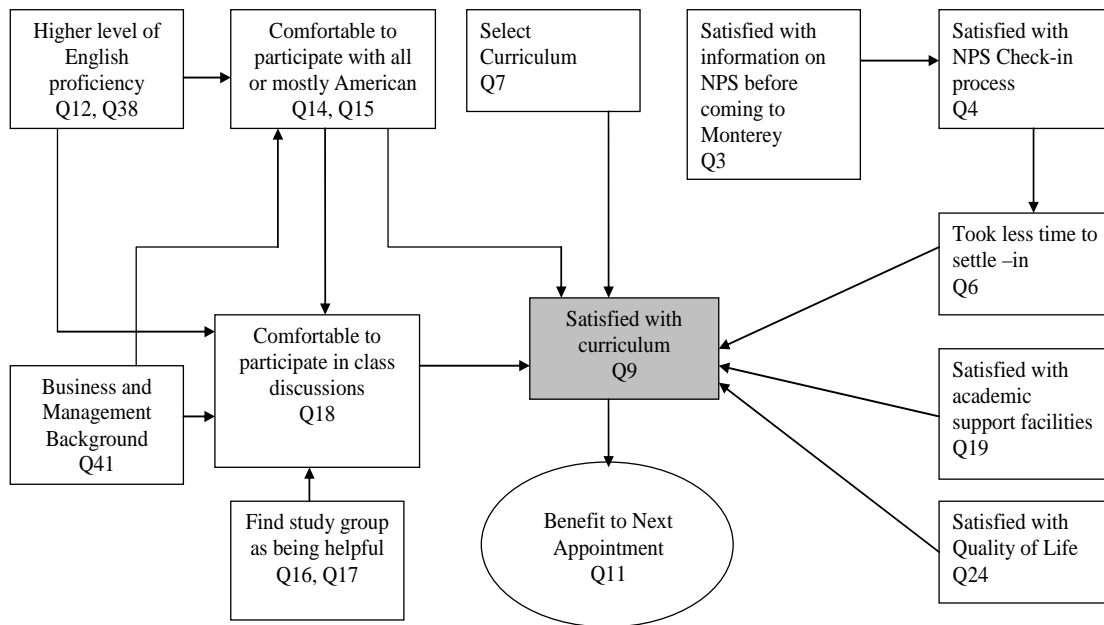
Figure 3   The relationship of the hypothesis diagram

III. METHODOLOGY

A. INTRODUCTION

The choice of a research methodology for any study is determined by the nature of the research problem under investigation. This chapter outlines the organization of the research, the structure of data gathered in the survey, and the methods of data analysis used to conduct this study.

B. RESEARCH FRAMEWORK

The research made assumptions on two topics: "what is problematic?" and "what is particularly successful and helpful for IMS at GSBPP?" The choice of the most appropriate research methodology was based on the nature of the investigation and focus of the research questions. The choice was determined by the underpinning IMS views and guides the framework of the investigation. Moreover, this study paid special attention to the issues of the international curriculum, scheduling, study facilities, and administrative processes between faculty, IMS, and local students.

Issues were divided into four categories: Administration, Academic, Academic Support, and Quality of Life, and combined with diverse variables that may influence the expectations of IMS at GSBPP to develop the research framework. According to the assumptions, those four fields may interact and have causal relationship with one another. The research framework is shown in Figure 4.
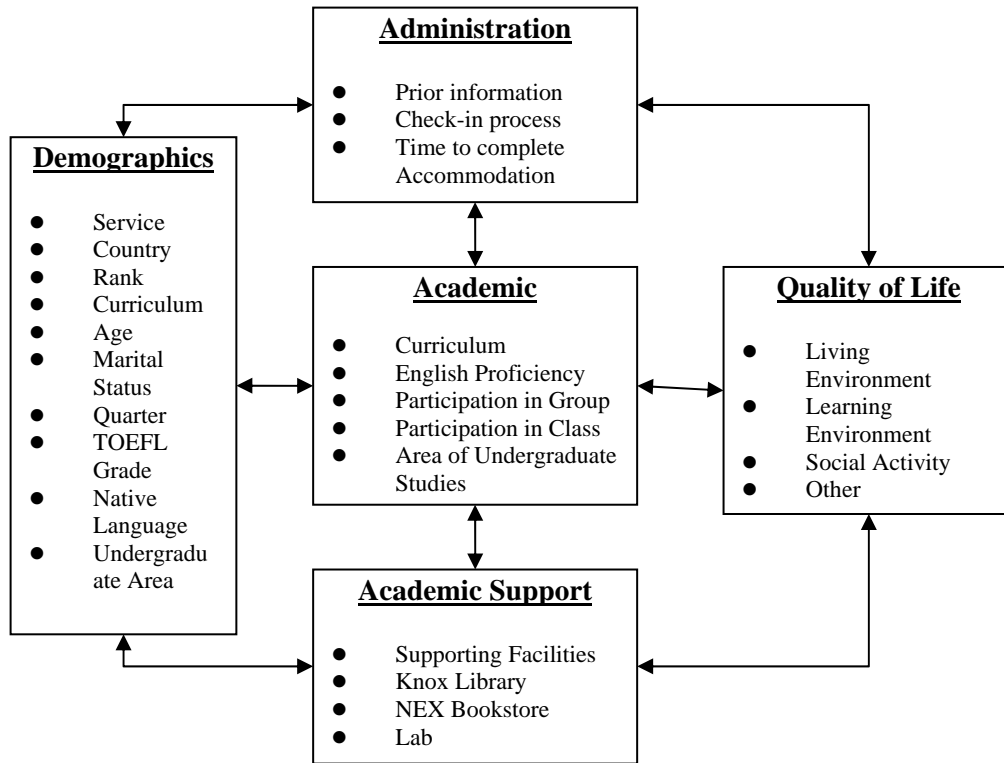
Figure 4   Flowchart of research plan

C.   RESEARCH DESIGN

Research design was the plan and structure of investigation, so conceived as to obtain answers to research questions. IMS have diverse problems and needs when undertaking MBA programs in GSBPP at NPS. It is in the interest of both IMS and the host institution (GSBPP) to ensure that these students achieve success in their studies. Our research was derived from this conception.

The design of this research methodology built upon both the strengths of the research team and the inherent strengths of combining qualitative and quantitative techniques. The interviews with key faculty/graduating IMS (winter quarter)/new IMS (spring quarter) and GSBPP historical research were initiated during the first stage of this study. The information gleaned from the interviews became the foundation for the

hypotheses and the questionnaire survey. The questionnaire procedure was carried out during the second stage of the project. The results of the interviews, questionnaire survey, and GSBPP/NPS historical research were analyzed in the final stage of the project.

Figure 5 is the flowchart of our research plan, and demonstrates the steps and relationships of this research. Firstly, our research interviewed faculty of NPS and studied literature to gain an overview of IMS at NPS, and then interviewed both graduating and new students to shape hypotheses. Secondly, the analysis was based on the questionnaire, which measured the current student's assessment of various aspects of his/her "Administration", "Academic", "Academic support", and "Quality of Life" experiences at NPS. Thirdly, quotations from the open-ended questions of the questionnaire, and information from semi-structured interviews with graduating and new students were used to support the findings and determine what is problematic and what is beneficial.
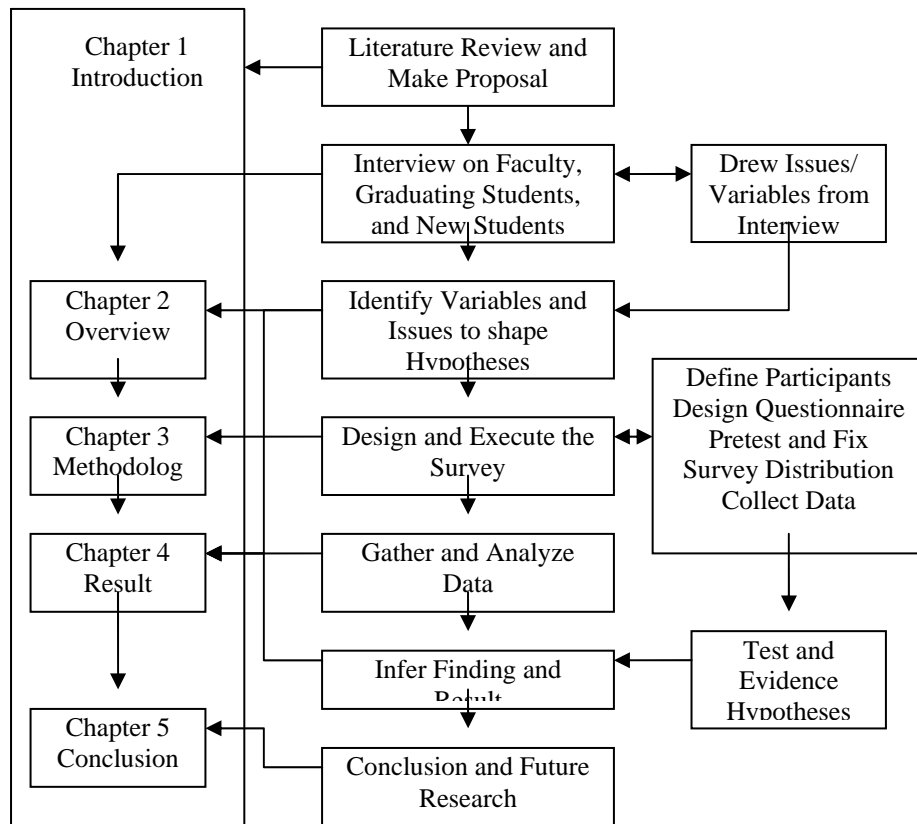
Figure 5   Flowchart of Research Plan

D.   INTERVIEW METHOD

This study, using the grounded theory method, developed hypotheses after the information from interviews was collected. The grounded theory method used questioning rather than measuring as the basic principle. It used the research participants as a source of knowledge. After all, they were experts on the phenomenon being studied because they were experiencing it directly. This methodology questioned the research participants about their subjective experience and generated hypotheses from their answers.

The interviews consisted of two phases. The first phase was exploring the graduating IMS' perspectives and the academic faculty's experiences. Another phase was investigating the new IMS' needs and problems. This study implemented an inductive qualitative technique and successive interviews to allow the underlying ideas of a group

to emerge. Semi-structured questions based upon 'what', or 'how' were posed to allow respondents to provide their own accounts of their experiences. Thus, research issues about IMS education at the GSBPP were drawn from these insights and ideas.

The interviews were applied differently for each interviewee, depending on the background and experience of the particular individual. Most interviewees were contacted initially by email. The interview schedule used open-format questions. These included general questions about the interviewees' experiences and background, and specific questions asking about what the respondent felt worked well/not well, what was rewarding/not rewarding, and what could be enhanced or improved upon in these types of processes. Throughout the interview, schedule respondents were asked for "general" or "other" comments they might have. The results of the interviews were important not only for the development of the questionnaire survey instrument, but also as contributions to shape the hypotheses of this study.

E.   SUMMARY OF THE SURVEY METHOD

Initial planning of the survey design and survey questions was extremely important in conducting our research. Once surveying had begun, it was difficult or impossible to adjust the basic research questions under consideration or the tool used to address them, since the instrument had to remain stable in order to standardize the data set. In order to meet the objectives of this study, it was necessary to collect statistically representative data and gather nominal representative data analysis. This was accomplished by conducting a survey among the new and current population of IMS at GSBPP.

1.   Participants

Since our research intended to identify the issues affecting current international students of GSBPP during the spring quarter of NPS, all current international students enrolled in the GSBPP who took a full load of courses constituted the population for this study. Current Students refers to international students who were enrolled at GSBPP in January 2005. These students included both the new students (those who arrived in January 2005) and continuing students.

The population for the survey is shown in Table 4. Participants included 51 international students, representing 21 countries of 5 geographic regions, and broken down as 23 European IMS (45%), 21 Asian IMS (41%), 2 African IMS (4%), 2 Central/South American IMS (4%), and 3 Oceanian IMS (6%) enrolled at the time in MBA programs at the GSBPP of NPS. By the close of the survey 38 students had responded, giving a response rate for the survey of approximately 75 percent of the population.

Table 4.   The regional distributions of characteristic of participants

Region	Country	No. of Students	Ratio (%)	Region	Country	No. of Students	Ratio (%)
Europe		23	45%	**Asia**		21	41%
	Czech Republic	2	4%		Turkey	10	20%
	Germany	2	4%		Bahrain	1	2%
	Greece	6	12%		Indonesia	3	6%
	Hungary	1	2%		Japan	2	4%
	Norway	1	2%		Korea	1	2%
	Lithuania	1	2%		Taiwan	2	4%
	Poland	6	12%		Singapore	2	4%
	Romania	2	4%	**North and South**			
	Ukraine	2	4%	**America**		2	4%
Africa		2	4%		Dominican Republic	1	2%
	Botswana	2	4%		El Salvador	1	2%
Australia and Oceania		3	6%				
	Australia	2	4%				
	Papua New Guinea	1	2%				
				N = 51		**Total = 21 Countries**	

Source: GSBPP Student Records obtained from the Students Services Office dated 01 Mar 2005

2.   Questionnaire Design

Reliability and validity are important aspects of questionnaire design. According to Suskie (1996), a perfectly reliable questionnaire elicits consistent responses. Although it is difficult to develop, it is reasonable to design a questionnaire that approaches a consistent level of response. Leary (1995) offers seven guidelines for designing a useful questionnaire:

Use precise terminology in phrasing the questions.

Write the questions as simply as possible, avoiding difficult words, unnecessary jargon, and cumbersome phrases.

Avoid making unwarranted assumptions about the respondents.

Conditional information should precede the key idea of the question.

Do not use double-barreled questions.

Choose an appropriate response format.

Pretest the questionnaire.

Robson (1993) indicates that a high reliability of response is obtainable by providing all respondents with the exact same set of questions. Validity is inherently more difficult to establish within a single statistical measure. If a questionnaire is perfectly valid, it must measure in such a way that inferences drawn from the questionnaire are entirely accurate. Suskie (1996) reports that reliability and validity are enhanced when the researcher takes certain precautionary steps:

Have people with diverse backgrounds and viewpoints review the survey before it is administered. Find out if:

Each item is clear and easily understood

They interpret each item in the intended way

The items have an intuitive relationship to the study's topic and goals

Your intent behind each item is clear to IMS knowledgeable about the subject

Based on these principles, a questionnaire was designed for this study. The questions were categorized into five scopes: "Administration", "Academic", "Academic Support", "Quality of Life", and respondent's "Demographics", written in English. The questionnaire consisted of 42 questions and was designed to be completed within 20 minutes (Appendix A). A quantitative survey was applied mainly to investigate the level of satisfaction of IMS for the first three scopes, with the level of satisfaction divided into four degrees: "Very Satisfied", "Satisfied", "Fair", and "Very Unsatisfied". Two open-ended questions (question #24 and question #25) were used to measure the "Quality of Life" as a descriptive approach. Hence, respondents freely described the positive or negative feeling in the scope according to individual perception. Finally, the remaining demographic questions were multiple-choice in nature.

The demographic section addressed: name (optional), service, rank/level, curriculum, "Who finances your studies", age range, marital status, quarter status, the number of children, TOEFL score, expected date of graduation, native language, undergraduate area, and postgraduate area.

After a careful review of the draft items, the questionnaire was pre-tested by two international students of GSBPP. Because pre-testing is critical for identifying questionnaire problems, such as "difficult to answer", "typing errors", "presented language problems", and "hitting private sensitive areas", the pretest was completed by two selected international students from different regions, Asia and Oceania. According to the feedback obtained, questions were fixed in the final version. After permission was granted from the military Associate Dean of GSBPP, the survey was launched.

3. Gathering Data

The survey was conducted online, using the NPS computer system network from 03 March 2005 to 05 April 2005. An email (Appendix C) containing an invitation to participate and a hyperlink to the survey on the website "Zoomerang" was sent through the NPS intranet to the population, all international students enrolled in MBA programs of GSBPP excepting the two who had taken the pretest. Respondents' email addresses were identified and recorded automatically by "Zoomerang" in order to access the survey. This also helped prevent multiple returns from the same individuals. A total of 49 emails were sent to the IMS population; of these, 36 respondents (73%) completed entire questionnaires and 2 respondents (4%) completed partial questionnaires within a four-week period.

F. DATA ANALYSIS

We used two methods of analysis, the thematic system of approach for the qualitative analysis and the statistical method for quantitative analysis. The thematic system of analysis focuses on themes and behaviors where transcripts from interviews or observations on certain phenomena could be grouped into categories and subcategories to identify certain likes, feelings, patterns or behaviors (Aronson J., 2004). This method was used to analyze the results from the interviews and responses to the open-ended questions in the survey. The main categories used in this analysis were comments relating to

administration, academics, academic support, and quality of life. In order for data of a particular group to be analyzed, there needed to be at least ten respondents and the response rate needed to be at least thirty percent. No hypothesis testing was conducted on differences in research groups.

The statistical method of analysis was used for our survey results. First, the raw data were manipulated to present the relationship between two or more variables. The results were then put into a redefined scale of measure and analyzed. Table 5 explains the redefined scale of measures.

Table 5.   The definition of measures

Definition of Measures						
Variable	**Low**	**High**	**Variable**	**Uncomfortable**		**Comfortable**
Level of Satisfaction	Very Unsatisfactory Fairly Satisfactory	Satisfactory Very Satisfactory	Level of comfort	Preference 3 & 4		Preference 1 & 2
Level of Benefits	Not Beneficial Fairly Beneficial	Beneficial Higher Beneficial	**Variable**	**Low**	**Medium**	**High**
Level of English proficiency (Ratings of communication skills ; Speaking, Writing, Reading Comprehension, Listening)	Poor Fair	Good Excellent	Level of Work Load	Low Very Low	Medium	High Very High
			Variable	**Not really Helpful**		**Helpful**
			Level of Help	Not Helpful fairly Helpful		Helpful Very Helpful
			Variable	**Early**		**Later**
			Part of course	1st, 2nd, 3rd & 4th Quarter		5th, 6th, 7th, 8th Quarter

Note: A detailed explanation of the redefined scale of measure is in Appendix F

We were not able to carryout a statistical test of the hypothesis for our survey data because the sample size was too small and subject to mathematical errors. Therefore, the confirmation of the hypothesis was based on identifying the relationship between the variables by comparing the percentage of responses via cross-tabulations of the variables. In a positive relationship, there should be an increase in the percentage from a lower level of measure to a higher level of measure among most or all of the variables. Likewise, in a negative relationship there will be a decrease in the percentage from a higher level of measure to a lower level of measure among most or all of the variables. To confirm a hypothesis requires a positive relationship.

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IV.   ANALYSIS OF DATA

A.   INTRODUCTION

This chapter presents a descriptive analysis of the data collected from the students. Firstly, information from semi-structured interviews with graduating students and some new students was analyzed, using the thematic system of analysis to determine what is beneficial and what is problematic. Secondly, the analysis was based on the questionnaires that measured the students' level of satisfaction with the various aspects of administration, academics, academic support and quality of life at NPS, and which were supported with quotations from the open-ended questions from the questionnaires. Finally, a visual analysis of the relationship of the hypothesis was done to confirm the hypothesis.

The findings of our research are presented under the four main areas of focus in this research: administration, academics, academic support and quality of life in each of the categories of students

B.   INTERVIEWS WITH GRADUATING STUDENTS

In this research graduating students refers to students who graduated from GSBPP in December 2004. There were eight students in that category, from five different countries. Table 6 is the number of students by country.

Table 6.   Number and countries of graduating students in December 2004

Regions	Country	Number of Students
Africa (2)	South Africa	2
Asia (3)	Turkey	2
	Singapore	1
Europe (3)	Greece	2
	Norway	1
		Total = 8

Source: GSBPP Students Programs Office dated December 2004.

In early December 2004 invitations were sent out to GSBPP graduating students, inviting them to take part in this research. 50 percent of them responded and interviews were conducted based on semi–structured interview questions, as explained in the method section of this research. Table 7 shows the number of students by country and curriculum who were interviewed.

Table 7.   Number of students by country and curriculum who were interviewed

Number of Students by Country		Number of students by Curriculum	
Country	*Number of Students*	*Curriculum*	*Number of Students*
South Africa	1	820 (Resource Planning & Management	2
Singapore	1	847 (Manpower Systems Analysis	1
Greece	1	815 (Acquisition & Contract Management)	1
Norway	1		

1.   Administration

When asked to comment on administration, two students said they received notification about coming to NPS about six months before coming, another student said he knew that he would be coming to NPS approximately three months before departure, and the last student said he got this information less than one month before transfer.

One thing they remembered after arrival was the very warm welcome. One student was quoted as saying:

> An American sponsor picked my family and I up from the airport and that was positive as it helped out in giving guidance on the very first day of arrival at NPS. It also reflected gesture that makes you feel welcome to this country.

Generally, they were all satisfied with the NPS check-in process, and all were able to complete their accommodation arrangement in less than one month.

2.   Academics (Curriculum)

One student was very appreciative of the fact that he could get validation for some of the courses. He said:

> At the first day I was able to get some courses validated and that one good thing about this school because it is able to recognize my other qualification especially from another country.

None of the graduating students we interviewed had chosen their curriculum, but three of them were very satisfied with their courses. Only one student decided to switch his curriculum, as he felt that some courses offered were irrelevant to him(for example Contract Law). He switched from curriculum 815 to curriculum 818 because that curriculum offered more elective courses, enabling him to select the courses—such as those in logistics--that were most applicable to him back home.

3.   Academics (Participation)

With regard to the classes and lecturers, respondents in general had no problems. One student stated:

> The lecturers were very inviting and it was easy to work with them.

While another student felt that:

> The power point presentations were really good and they covered materials that required a lot more time but with explanation and following up readings everyone could be able to understand the material.

They also did not have problems working in groups or with other students; they found that each group was different, but they respected each member for his own particular strengths. The only thing that created some problems, in the opinion of one student, was:

> In my opinion I had to learn too much about the American law, economy, corporations, etc. Instead of this, because many times these topics were not relevant to situation in my country, we should get to know more case studies into how multinational companies operate and how and why they became successful. An understanding of these studies would help us to appreciate the concepts and principles to be applied back home.

Interestingly enough, three of the respondents initially had not participated much in class discussions but later, realizing that it affected their grades, they started taking part toward the end of fourth quarter, with some positive results.

4.   Academic Support

All students who were interviewed were very satisfied with the facilities provided to support them in their studies. As one of them said:

I am impressed it is more than what I expected.

5.   Quality Of Life

In terms of quality of life, they were happy with what Monterey provided. America is a beautiful place with many nice places to visit. The IPO programs offered a variety of tours. However, the respondents were not able to utilize that service because of scheduling conflicts. Otherwise, one of them was quoted as saying;

> NPS has the best learning environment and the resources to support it are excellent.

If there was anything that they would have liked to have seen improved, it would include:

> Admission should be restricted to students coming from a Business undergraduate background
>
> Lecturers should coordinate between themselves regarding workloads
>
> The March and September breaks should be a week each instead of the current weekend. The preparation and sitting for exams is very mind-consuming and, realistically, few actually absorb much that is covered in the first week of classes after the weekend break.

C.   INTERVIEWS WITH NEW STUDENTS

One part of the research contained the interviews with the new students. New students were those who commenced their studies at GSBPP in January 2005. There were 19 new international students. Our goal was to get sufficient information about their

appreciation of the administration process and their thoughts about the very first weeks spent at NPS. All interviews were conducted in February and at the beginning of March 2005. Table 8 shows number and the countries where they were from.

Table 8.   Number and countries of new students in January 2005

Regions	Country	Number of Students
Australia & Oceania (1)	Australia	1
Asia (7)	Indonesia	1
	Japan	1
	Taiwan	1
	Turkey	4
Europe (11)	Czech Republic	2
	Greece	3
	Lithuania	1
	Poland	3
	Romania	1
	Ukraine	1
		Total = 19

Source: GSBPP Students Programs Office dated 25 January 2005

These nineteen new students are currently enrolled in the following curriculums (see Table 9).

Table 9.   Number of new students by curriculum

Number of Students by curriculum	
Curriculum	Number of students
815 (Acquisition & contract Management)	4
816 (System Acquisition Management)	2
818 (Defense Systems Management)	1
819 (Supply Chain Management)	1
820 (Resource Planning & Management)	6
827 (Materials Logistics Support)	2
847 (Manpower Systems Analysis)	3

In February 2005 we interviewed 10 new students who responded to our invitation for them to take part in this research. Table 10 is the number of new students we interviewed by region and country.

Table 10.   The number of new students interviewed by region and country

Number of new students who were interviewed by region and country		
Region	**Country**	**Number of Students**
Australia & Oceania (1)	Australia	1
Asia (1)	Taiwan	1
Europe (8)	Czech Republic	2
	Greece	1
	Poland	3
	Romania	1
	Ukraine	1
		Total = 10

1.   Administration

When asked to comment about issues relating to administration, most of them (6) reported receiving approximately a 6-month notification about coming to the NPS, another two students knew that they would be studying at NPS approximately one year prior the final two students got this information less than three months before coming to Monterey. All of them stated that earlier notification was very important because from that time they started looking for required materials and documents and searching the Internet for as much information as possible on NPS. Although they had different times of advance notification, they were all satisfied with their home countries' administration. However, one of them was quoted as saying:

> During the three months before the flight to the USA I could not get sufficient information about the school and particularly about the Graduate School of Business and Public Policy and their curriculums.

Finally, after coming to NPS each of them received from the International Programs Office a handout, but as one student commented:

> Such a 'welcome' package about NPS and Monterey should have been sent to us a month or two in advance.

All of the students interviewed were surprised by the very warm reception given them by the International Program Office. A presentation and three-day briefing answered most of their questions, especially questions connected to the medical insurance area. But one student who had difficulty understanding the brief given by a representative of the International Programs Office wrote:

> The brief was delivered very fast, using a lot of American tones and style which took me while to grasp what they meant. I can only imagine how other international students from non English speaking countries where able to grasp what was spoken.

Generally, they were all satisfied with the NPS check-in process. However, they suggested that it would be better if more time were allocated to settle-in and complete their accommodation arrangements. The appropriate time could be at least two weeks. It would not mean they would not have classes during that time. They could take the IT 1600 class "Communication Skills for International Officers" to improve their English and the IT 1500 "Informational Program Seminar for International Officers" which is offered later. Most of them (8) attended English class and found this class very helpful. But as one of them said:

> This class is great I feel very convenient talking with other international students and I am sure that my English is better and better but at the same time I have other classes like Accounting or Economy where the English is much more complicated than my basic skills and because of the language barrier I can not fully participate in these classes.

2.   Academics (Curriculum)

We interviewed the new students in the middle of their first quarter so we could get some of their opinions about their curriculum, the system of teaching at NPS and how they find themselves in this new situation. One of them expressed that:

Students should be able to get exposed to their curriculums in the early part of their studies. By this mean getting to know those who are seniors and participate in seminars to appreciate what is required of them when they get to that stage. Currently we are all confine to our quarter intakes and mixed rather than being in our respective curriculums. I can understand that the first few quarters are common and this makes sense but if we get the curriculum exposure from the start we have a mindset focused from the start.

As far as curriculums are concerned, one of the interviewed students was very surprised to find that he could select his curriculum. He was originally told that selection depended solely on the NPS screening system, and mentioned that he would have chosen another department to study had he known of this option, but after almost three months of studying here at GSBPP he did not regret that someone decided to enroll him in the Business School. If he was given an opportunity to switch, he would not do so.

When asked to comment on the current workload, one student was quoted as saying:

Personally, I feel too much pressure here. Five or six courses during one quarter do not allow me to think about the subject and to understand deeply the material. I have an incredible amount of homework. I do not have time to breathe.

3.   Academics (Participation)

Many of the new students who were interviewed had yet to fully appreciate the composition and benefits of a study group. However, one student said that he preferred to work in study groups composed mostly of international students. He wrote:

It is much easier to negotiate with international students to find a common way of thinking and dealing with assignments and additionally international students are more willing to cooperate.

One student did not see a problem working with American students. She said:

I come from an English speaking country and there are a lot of similarities in   the Learning environments in my country and here at NPS so I don't see a problem for myself at this stage.

4.   Academic Support

After their tour of the campus, the students we interviewed were very surprised with facilities such as the classrooms and library. They emphasized the very easy access to the internet, computers, printers and copy machines. One student declared:

> The library resources are very professional and there are a lot of them, the system of help - the circulation desk - for students are organized very well.

Generally, all of them were impressed with the level of teaching and the facilities at the school.

5.   Quality Of Life

All of them were happy to be in Monterey; they liked the weather and looked forward to enjoying their stay. They were satisfied with the services provided at NPS and Monterey. However, they all had reservations about the cost of goods and services, which they found to be high.

D.   CURRENT STUDENTS

Current students refers to international students who were enrolled at GSBPP in January 2005. These students included both the new students (those who arrived in January 2005) and continuing students.

According to GSBPP, there were 51 international students registered in various curriculums under GSBPP course programs in January 2005. Those students were the subjects of this survey.

The survey was conducted online, using the NPS computer system network from 03 March 2005 to 05 April 2005.

1.   Demographics

a)   Student's Country of Origin

Out of the 51 registered international students, 47 students were invited to participate. We received a response from 38 of them, which gives us a 73-percent response rate. Table 11 is a summary of the respondents' countries of origin by geographical region.

Table 11.   Summary respondents' countries of origin by region

Region	Country	No. of Students	Ratio (%)	Region	Country	No. of Students	Ratio (%)
Europe		16	42%	**Asia**		16	42%
	Czech Republic	2	5%		Turkey	7	18%
	Germany	1	3%		Bahrain	1	3%
	Greece	4	10%		Indonesia	2	5%
	Hungary	1	3%		Japan	2	5%
	Norway	1	3%		Korea	1	3%
	Poland	3	8%		Taiwan	1	3%
	Romania	2	5%		Singapore	2	5%
	Ukraine	2	5%	**North and South**			
Africa		2	5%	**America**		2	5%
	Botswana	2	5%		Dominican Republic	1	3%
Australia and Oceania		2	5%		El Salvador	1	3%
	Australia	2	5%				
				N = 38	**Total = 19 Countries**		

Asia (42%) and Europe (42%) were the two groups with the highest percentage of respondents (See table 11). This is to be expected because, out of the 51 students registered at GSBPP in January 2005, 21 students were Asian and 23 were European. All other regions were represented by fewer than 3 students.

b)   *Distribution of Students by Curriculum, Service, Rank and Study Quarter*

Table 12 is a summary showing the number of students who responded by curriculum, service, rank and study quarter. Many of the students (32%) were in curriculum 847 (Manpower Systems Analysis) while students from the Army (36%) and the Navy (32%) had a higher response rate compared to the other services.

Table 12. Summary respondents' demographics by curriculum, rank and study quarter

Number of Students by curriculum, service, rank and quarter in study

By Curriculum			By Services		
Curriculum Code	No. of Students	Ratio (%)	Service	No. of Students	Ratio (%)
815	3	8%	Army	14	36%
816	3	8%	Air Force	8	21%
818	2	5%	Navy	12	32%
820	7	18%	Civilian	4	11%
827	4	11%	**By Rank**		
837	5	13%	Rank	No. of Students	Ratio (%)
847	12	32%	Lt. Col/Cmdr	2	5%
Did not indicate	2	5%	Maj/Lcmdr	12	32%
By Study Quarter			Capt/Lt	13	34%
Quarter	No. of students	Ratio (%)	1st Lt/LTJG	7	18%
1st	11	29%	Civilians	4	11%
3rd	10	26%	**N=38**		
4th	2	5%	**1.Two students did not indicate their curriculum**		
5th	10	26%	**2. No students were in 2nd, 6th and 8th quarters**		
7th	5	13%	**of their studies**		

There were no students in their 2nd, 6th or 8th quarter of study because students normally enroll in December and in June; however, in exceptional cases they may have enrolled in March or in September during the academic year.

c) Students' Marital Status

The students were asked to indicate their marital status. 79 percent of the respondents were married (see Table 13) while 21 percent of them indicated that they were not married (single).

Table 13. Students' marital status by region

Students marital status (By regions)

Regions	Number of Response	Married	Not Married (Single)	Total Response Ratio
Australia & Oceania	2	5%	0%	5%
Africa	2	5%	0%	5%
Asia	16	29%	13%	42%
Europe	16	34%	9%	43%
Nth & Sth America	2	5%	0%	5%
Total	38	79%	21%	100%

Many more students from Asia (13%) than from Europe (9%) were single. It is possible that Asian culture requires them to refrain from marriage until after reaching a certain age and fulfilling certain requirements.

d)   *Students Accompanied by Family*

Ninety-three percent of the married respondents were accompanied by their families to Monterey (see Table 14), with students from Europe (40%) having a slightly higher percentage than Asian students (36%).

Table 14.   Number of married students accompanied by family to Monterey

Married Students accompanied and not accompanied by family to Monterey (By regions)			
Regions	**Number of Response**	**Accompanied by family**	**Not Accompanied by family**	**Total Response Ratio**
Australia & Oceania	2	7%	0%	7%
Africa	2	3%	3%	7%
Asia	11	36%	0%	36%
Europe	13	40%	3%	43%
Nth & Sth America	2	7%	0%	7%
Total	30	93%	7%	100%

For those students who did not have their families accompany them, it is possible that their spouses were employed and could not take leave to come and live in Monterey.

e)   *Student Undergraduate Area of Study*

Twenty-six percent of the respondents had undergraduate degrees relating to Business and Management before coming to NPS, compared to 35 percent who had undergraduate degrees relating to Engineering (See Table 15).

Table 15.   Student undergraduate area of study by region

Student Undergraduate Area of Study (By regions)

Regions	Number of Response	Area of Study					Total Response Ratio
		Business/ Management	Arts	Science	Engineering	Others	
Australia &Oceania	2	3%	0%	0%	3%	0%	6%
Africa	2	0%	3%	3%	0%	0%	6%
Asia	16	10%	3%	5%	16%	8%	42%
Europe	16	10%	4%	0%	16%	10%	40%
Nth & Sth American	2	3%	0%	0%	0%	3%	6%
Total	38	26%	10%	8%	35%	21%	100%

Both Asia and Europe had the same percentage of students (10%) with Business and Management backgrounds.

Table 16.   Student undergraduate area of study by curriculum

Student Undergraduate Area of Study (By curriculums)

Curriculum	Number of Response	Area of Study					Total Response Ratio
		Business/ Management	Arts	Science	Engineering	Others	
815	3	3%	0%	0%	3%	3%	9%
816	3	0%	0%	0%	8%	0%	8%
818	2	6%	0%	0%	0%	0%	6%
820	7	0%	6%	0%	8%	6%	20%
827	4	3%	0%	3%	3%	0%	9%
837	5	8%	0%	3%	3%	0%	14%
847	12	8%	6%	3%	8%	6%	31%
Total	36	25%	17%	8%	25%	25%	100%

We also noted that there was no relationship between area of undergraduate study and the curriculum a student was enrolled in (See Table 16).

2.   Administration

In administration, we considered three main issue areas:

Information about NPS provided to students before they traveled to Monterey

The NPS check-in process

The length of time it took a student to secure accommodations

Our hypotheses for this aspect of the students' experience at NPS are:

Hypothesis 1 - Students who were satisfied with information about NPS before coming will be satisfied with the NPS check-in process

Hypothesis 2 - Students who were satisfied with the NPS check-in process will take less time to secure accommodations

Hypothesis 3 – Students who secure their accommodations in less time will be more satisfied with their curriculum

This analysis determined whether information on NPS provided to students before they came to Monterey had any effect on the students' level of satisfaction regarding the NPS check-in process, and how this could affect the time a student took to secure their accommodations. The students were asked to indicate their level of satisfaction regarding information about NPS before coming to Monterey, and their level of satisfaction with the NPS check-in process after arriving at Monterey. They were also asked to indicate the time frame it took them to secure their accommodations. Figure 6 illustrates the relationship among the hypotheses for administration.
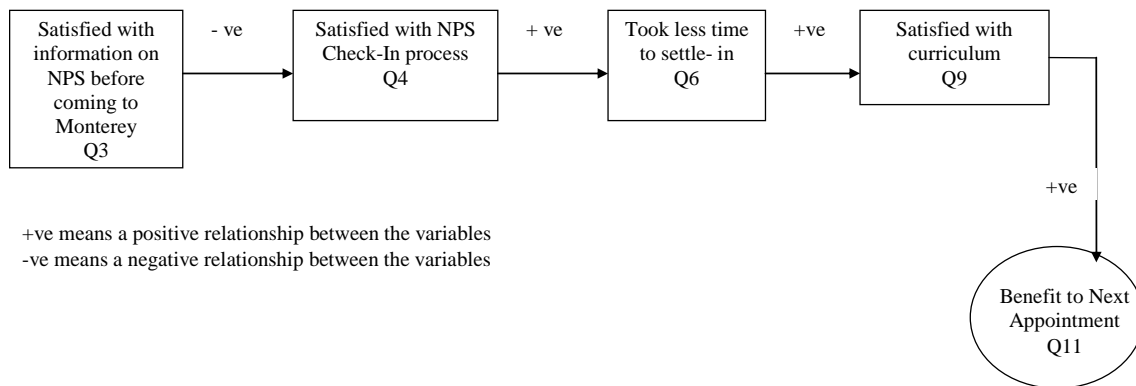
Figure 6.   The relationship among the hypotheses for administration

a)   ***Relationship Between Prior Information About NPS and NPS Check-in Process***

Half of the students (50%) who responded had a low level of satisfaction with the information on NPS provided to them before coming to Monterey (see Table 17). Compared to students from Europe (24%), students from Asia had a slightly lower percentage (18%) of those who were not satisfied with the information about NPS provided to them before coming to Monterey. It is possible that Asian cultures do not allow them to show their disapproval of organizational administrative issues.

Table 17.   Students' level of satisfaction with information on NPS before coming to Monterey (by region)

Students Level of Satisfaction with information on NPS before coming to Monterey (By regions)

Regions	Number of Response	Low Satisfaction	High Satisfcation	Total Response Ratio
Australia &Oceania	2	3%	3%	5%
Africa	2	0%	5%	5%
Asia	16	18%	24%	42%
Europe	16	24%	18%	42%
Nth & Sth American	2	5%	0%	5%
Total	38	50%	50%	100%

Of the 50 percent of students who had a low level of satisfaction with information on NPS before coming to Monterey, 34 percent of them had a high level of satisfaction with the NPS check-in process (See Table 18). This shows that those who were not satisfied with information on NPS before coming to Monterey appreciated the NPS check-in process more than did those who were satisfied with information on NPS provided to them before coming to Monterey.

Table 18.   Students' level of satisfaction with the NPS check-in process relative to information on NPS before coming to Monterey

Students Level of Satisfaction with NPS Check-in process	Number of Response	Students Level of Satisfaction with information on NPS before coming to Monterey		
		Low Satisfaction	High Satisfaction	Total Response Ratio
Low Satisfaction	13	16%	18%	34%
High Satisfaction	25	34%	32%	66%
Total	38	50%	50%	100%

We find that there is evidence to say that:

The relationship between a low level of satisfaction with information on NPS before coming to Monterey and a high level of satisfaction with NPS check-in process is positive.

The relationship between a high level of satisfaction with information on NPS and a high level of satisfaction with the NPS check-in process is negative.

Therefore, our hypothesis that students who are satisfied with information on NPS before coming to Monterey will be satisfied with the NPS check-in process is not confirmed. This draws us to conclude that those who were less satisfied with information on NPS provided to them before coming to Monterey tended to appreciate the NPS check-in process more than those who were more satisfied with NPS information provided to them.

b)   *Relationship Between NPS Check-in Process and Time Needed to Secure Accommodations*

Our second hypothesis predicts that students who have a higher level of satisfaction with the NPS check-in process will take less time to complete their accommodation arrangements. From our survey, 57 percent of the respondents (see Table 19) completed their accommodation arrangements within one month.

Table 19.   Time it took students to complete their accommodation arrangements
relative to their level of satisfaction with NPS check-in process

Time it took students to complete their accommodation arrangements	Number of Response	Students level of satisfaction with NPS Check-in process		Total Response Ratio
		Low Satisfaction	High Satisfaction	
More than one month	16	11%	32%	43%
Less than one month	22	21%	36%	57%
Total	38	32%	68%	100%

Of the 57 percent of students who secured their accommodations within one month, 21 percent of them were not satisfied with the NPS check-in process while 36 percent of them were satisfied. This shows that those who completed their accommodation arrangements within one month found the NPS check-in process helpful.

We find that there is evidence to say that there is a positive relationship between the level of satisfaction with the NPS check-in process and the time needed to complete accommodation arrangements. Therefore, our hypothesis that students who are satisfied with the NPS check-in process will take less time to complete their accommodation arrangements is not confirmed. It is also possible that senior international students at NPS help new students from their countries settle in quickly, or that the student sponsor program is effective.

> **c)   *Time to Secure Accommodations and Satisfaction With Curriculum***

Our hypothesis predicts that students who complete their accommodation arrangements in less time will be more satisfied with their curriculum. In our research we found that many students who completed their accommodation arrangements in less than one month had a high level of satisfaction with their curriculum (see Table 20).

Table 20.   Students' level of satisfaction with curriculum relative to time it took to complete their accommodation arrangements.

Students Level of Satisfaction with Curriculum	Time it took students to complete their accommodation arrangements			
	Number of Response	More than one month	Less than one month	Total Response Ratio
Low Satisfaction	3	8%	0%	8%
High Satisfaction	35	35%	57%	92%
Total	38	43%	57%	100%

We find that there is evidence to say that there is a positive relationship between the time it took a student to secure his/her accommodations and the level of satisfaction with their curriculum. Therefore, our hypothesis that students who complete their accommodation arrangements in less than one month are more likely to be satisfied with their curriculum is confirmed. It is possible that the design of GSBPP program explains the high level of satisfaction that students have with their curriculum.

d)   Summary

In summary of administration, we conclude that the higher the level of satisfaction with the information on NPS a student gets before coming to Monterey, the less satisfied they are with the NPS check-in process, and the less time they take to complete their accommodation arrangements. This may indicate that prior information on NPS is more important to a quick settling-in than is the NPS check-in process. It is also possible that senior international students at NPS help new students from their countries to settle in quickly or that the student sponsor program is effective. The design of the GSBPP program may explain the high level of satisfaction students have with their curriculum.

3.   Academics

For academics, we considered two main issue areas:

Curriculum

Participation

In curriculum, we focused on the relationship between a student's choice of curriculum to study, his/her level of satisfaction with that curriculum and the benefits of the curriculum to his/her next appointment.

In participation, we focused on the relationship between a student's level of English proficiency and his/her participation in both groups and in class.

a) *Curriculum*

One of the issues raised during the interview with a member of the faculty was the selection of curriculum by students. It has been stated that many international students have no idea of the curriculum they are to take until after arriving at NPS. To confirm or deny this statement, our study focused on the relationship between student selecting their curriculum and the satisfaction each has in his/her particular curriculum. Our hypothesis is that:

Hypothesis 4 - Students who select their own curriculum will have higher levels of satisfaction than those who do not.

We also focused on the relationship between students' satisfaction with their curriculum and the benefits of their curriculum for their next appointments when they return to their countries. Our hypothesis for this aspect of curriculum is:

Hypothesis 5 - Students who have a higher level of satisfaction with their curriculum will find that the course is highly beneficial to their next appointment.

The relationship for the academic aspect relating to curriculum is as shown in Figure 7.

+ve means a positive relationship between the variables
-ve means a negative relationship between the variables
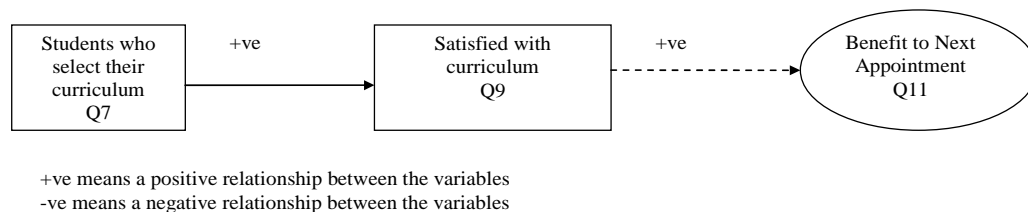
Figure 7.   The curriculum hypothesis relationship diagram

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The students were asked to indicate if they had selected the curriculum they were currently studying and to indicate their level of satisfaction with that curriculum. They were also asked to indicate if they would select the same curriculum if given another opportunity and if the curriculum they were enrolled in would be beneficial in their next assignments.

(1)   Selection of Curriculum. When asked if they did select the curriculum they were currently taking, the majority (55%) of students who responded to this survey said they had not (see Table 21). It was interesting to note that 27 percent of students from Europe did select their curriculum, compared to only 18 percent of students from Asia. This indicates that there is a difference in the process of selecting curriculum for each country; European students tend to have more choice in selecting their curriculum compared to Asian students.

Table 21.   Selection of curriculum by region

Did Student select curriculum (By regions)

Regions		Number of Students	Yes (Did Select Curriculum)	No (Did not select Curriculum)	Total Response Ratio
	Australia & Oceania	2	0%	5%	5%
	Africa	2	0%	5%	5%
	Asia	16	18%	24%	42%
	Europe	16	27%	16%	42%
	Nth & Sth America	2	0%	5%	5%
	Total	38	45%	55%	100%

We find that there is no evidence to say that there is a relationship between selection of curriculum and the curriculum students are currently taking (see Table 22). However, we note that many of the students who did not select their curriculum are in curriculum 847.

Table 22.   Selection of curriculum by current curriculum of study

Did Student select curriculum (By curriculums)

Curriculums	Number of Students	Yes (Did Select Curriculum)	No (Did not select Curriculum)	Total Response Ratio
815	3	6%	3%	9%
816	3	9%	0%	9%
818	2	3%	3%	6%
820	7	11%	8%	19%
827	4	3%	8%	11%
837	5	8%	5%	13%
847	12	5%	28%	33%
Total	36	45%	55%	100%

(2)   Satisfaction with curriculum. When asked if they were satisfied with their curriculum, 92 percent of students who responded to this survey indicated having a high level of satisfaction with their curriculum (see Table 23).

Table 23.   Student Level of satisfaction with curriculum relative to selection of curriculum

| Students Level of Satisfaction with Curriculum | Did Student Select Curriculum | | | |
	Number of Response	Yes (Did select)	No (Did not select)	Total Response Ratio
Low Satisfaction	3	3%	5%	8%
High Satisfaction	35	42%	50%	92%
Total	38	45%	55%	100%

We find that there is evidence to say that there is a negative relationship between the selection of curriculum and the level of satisfaction with curriculum, because 50 percent of students who did not select their curriculum also had a higher level of satisfaction with their curriculum compared to students who selected their curriculum (42%). Therefore our hypothesis that students who select their curriculum are

more likely to be satisfied with their curriculum is not confirmed. It is possible that the design of GSBPP programs meets their expectation although they did not select their curriculum.

(3)   If given another opportunity to select curriculum. When asked if they would select the same curriculum if given another opportunity, 74 percent of the respondents said yes while 26 percent said no (see Table 24). Both Asian and European students were more likely to select the same curriculum compared to other regions.

Table 24.   Student desire to select curriculum relative to geographical region

If given another opportunity would student select the same curriculum now enrolled in. (By regions)

Regions		Number of Students	Yes (Will Select Curriculum)	No (Will not select Curriculum)	Total Response Ratio
	Australia & Oceania	2	3%	3%	6%
	Africa	2	0%	6%	6%
	Asia	16	33%	7%	40%
	Europe	16	32%	10%	42%
	Nth & Sth America	2	6%	0%	6%
	Total	38	74%	26%	100%

We also noted that a higher percentage of students in all curriculums would select the same curriculum (See Table 25) if given another opportunity. Again, it is possible that the design of the GSBPP program meets their expectation.

Table 25.   Student desire to select curriculums relative to current curriculum of study

If given another opportunity would student select the same curriculum now enrolled in. (By curriculums)				
Curriculums	Number of Students	Yes (Will Select Curriculum)	No (Will not select Curriculum)	Total Response Ratio
815	3	6%	3%	9%
816	3	9%	0%	9%
818	2	6%	0%	6%
820	7	10%	8%	18%
827	4	8%	3%	11%
837	5	9%	6%	15%
847	12	23%	9%	32%
Total	36	71%	29%	100%

       (4)   Benefits of curriculum to next appointment. Many of the courses offered focus on meeting students' needs and, in the case of the international students, on how best to use the knowledge gained at NPS in their next appointment after graduating from NPS. When asked if the curriculum they were studying would benefit their next appointment after graduating from NPS, 74 percent of those who responded indicated yes, it would be of high benefit (see Table 26).

Table 26.   The benefit of curriculum to next appointment relative to student's level of satisfaction with curriculum

	Students Level of Satisfaction with Curriculum			
Benefits of Curriculum to next appointment	Number of Response	Low Satisfaction	High Satisfaction	Total Response Ratio
Low Benefits	10	5%	21%	26%
High Benefits	28	3%	71%	74%
Total	38	8%	92%	100%

We find that there is evidence of a positive relationship between the level of satisfaction with curriculum and the benefits to next appointment. Therefore, our hypothesis that students who are satisfied with their curriculum will find the program beneficial to their next appointment is confirmed. It is possible that those respondents who said that the curriculum would not benefit their next appointment did not yet know their next appointment after graduating from NPS, or that they had not selected the curriculum they were currently studying.

(5)   Summary. In our summary of curriculum, we conclude that there is not enough evidence to say that there is a relationship between a student's choice of selecting a curriculum and his/her level of satisfaction with that curriculum. However, there is evidence to say that students who select their curriculum will be satisfied with their curriculum and those who are satisfied with their curriculum will find that it is beneficial to their next appointment.

It is possible that the design of the GSBPP program explains the high level of satisfaction that students have with their curriculum and the high benefits these curriculums have on their next appointments.

b)   *Participation*

A student's participation in groups or class discussion depends on a number of factors. In this study three factors were considered to see how they affected a student's level of comfort when participating in class or group discussions. These factors were: level of English proficiency, areas of undergraduate study and if the student were in a study group. Our hypotheses are:

> Hypothesis 6 - Students who have a higher level of English proficiency will feel more comfortable participating with American students in study groups.
>
> Hypothesis 7 - Students who have a higher level of English proficiency will feel more comfortable participating in class discussions.
>
> Hypothesis 8 - Students who have backgrounds in Business and Management will feel more comfortable participating with American students in study groups.

Hypothesis 9 - Students who have backgrounds in Business and Management will feel more comfortable participating in class discussions.

Hypothesis 10 - Students who find studying in groups to be helpful will feel more comfortable participating in class discussions.

Hypothesis 11 – Students who are comfortable participating with American students in study groups will be more likely to be satisfied with their curriculum.

Hypothesis 12 – Students who are comfortable participating in class discussions will be more likely to be satisfied with their curriculum.

Figure 8.   The hypothesis relationship diagram for student's participation

        (1)   English proficiency – TOEFL. Learning in a second language is an issue that affects international students around the world. Before coming to NPS, international students are required to pass an English test. This test is known as the Test of English as a Foreign Language (TOEFL) test. However, there are exceptions for students who come from English-speaking countries and have a waiver. Those students do not sit for the exam because of agreements between their countries and the United States. In this study, five students were exempted from taking the test because of

the waiver. A total of 36 students responded to the question regarding their TOEFL score. Table 27 is the response to the question on TOEFL scores.

The TOEFL scores were not used in any analysis, because speaking is not tested and, according to the TOEFL score user guide's 1998-99 edition, the scores cannot be used to predict student academic performance. The scores are presented here because they provide some useful information to readers on student aptitude in English before coming to NPS.

Table 27   Students' approximate TOEFL scores before coming to NPS

Students approximate TOEFL score before coming to NPS		
Score	Response	Response Ratio
Less than 210	2	6%
211 - 220	5	14%
221 - 230	7	19%
231 - 240	3	8%
241 - 250	5	14%
251 - 260	4	11%
261 - 270	3	8%
271 - 280	2	6%
Not required to take exam	5	14%
Total	36	100%

(2)   English Proficiency - Communication Skill. The students were also asked to give themselves a rating on their level of proficiency in areas of communication skills, speaking, writing, reading comprehension and listening. The ratings range from poor (1) and fair (2), to good (3) and excellent (4). Those who rated their skills as poor or fair were categorized as having low English proficiency, while those who scored themselves as good or excellent were classed as having high English proficiency.

Table 28.   Students' level of English proficiency in four communication skills
(Speaking, Writing, Reading Comprehension and Listening)

Communication Skills	Number of Response	Mean	Std. Dev	Low (Ratings 1&2)	High (Ratings 3&4)	Response Ratio
			Students Level of English Proficiency			
Speaking	38	2.63	0.94	42%	58%	100%
Writing	38	2.84	0.82	26%	74%	100%
Reading	38	3.16	0.72	14%	86%	100%
Listening	38	3.03	0.82	16%	84%	100%

Overall, the level of English proficiency is high among the international students (see Table 28). In comparing communication skills, many students rated speaking lower (42%) than the other skills. These are interesting results because skills that could be assessed were given lower ratings than those that were not assessed.

(3)   Participation in groups. Group work is encouraged at NPS. In some courses, the students are required to form groups with the condition that, in each group of American students, there must be at least one international student. Apart from the organized course groups, there are also study groups that students form themselves. These groups meet to discuss and try to solve course problems. Their formation is optional and no condition is set; however, many of these groups are formed based on friendship and common courses.

In this study, international students were asked to give a rating of their inclination to participate, in group work or study groups.

Table 29.   Students' level of comfort to participate in groups

Groups to participate in	Number of Response	Mean	Std.Dev	Uncomfortable (%)	Comfortable (%)
			Students level of comfort to participate in groups		
With all American students (except you)	38	2.63	1.24	47%	53%
Mostly Americans	38	1.87	0.91	29	71
Mostly International Students	38	2.39	0.75	50	50
With all International students	38	3.11	1.18	74%	26%

A total of 38 students responded to the question of how they preferred to participate in four major areas of grouping, with: a) all American students, b) mostly American students, c) mostly international students, and d) all international students. Generally, a higher percentage of the respondents preferred working with American students (see Table 29)

(4)   Comfortable working with American students. Seventy-one percent of the respondents were comfortable working with mostly American students, while 51 percent were comfortable working with all American students. They were asked in an open-ended question in the survey to say why, and some reasons quoted in writing for their preference were:

> American students understand the system of education here better. They are especially helpful in the first quarter. After that they are just all the internationals. The problem I would have with internationals at the beginning is the lack of proper English comprehension, especially those from Eastern Europe. But after the first quarter they would have covered up and are then the same as everyone else.

> American students provide the group with a better understanding of the (in majority) American topics. They also are more dependable in American style writing etc.

> It is good to have American students in a group because it will help with the language barrier and understanding material.

(5)   Not comfortable working with American students. For 47 percent of students who were not comfortable working with American students, one was quoted in writing:

> Sometimes I just feel alienated working with US students. But with international students I feel really free to speak or do something.

(6)   Comfortable working with international students. Only 26 percent of the respondents indicated being comfortable working with all international students, while 50 percent indicated they were comfortable working with mostly international students. Some of their reasons quoted in writing were:

60

I feel more comfortable when I work with mostly international students, due to my English ability.

I do not have any problem at all working in groups, either the students are American or International.

In my opinion, I can work with other international students more easily, because we almost face with the same problems.

Sometimes I just feel alienated work with US students. But with International students I feel really free to speak or do something.

It is better to make a deal with international. Student's, also it is better to find common way of thinking and dealing with assignments. International student are more willing to cooperate.

(7) Not comfortable working with international students. It was interesting to note that many of the students preferred not to work in groups consisting of mostly international students or all international students. 74 percent of the respondents did not prefer working with all international students. For working with mostly international students, the respondents indicated mixed feelings, with 50 percent preferring and 50 percent not preferring the practice. Some of the reasons quoted in writing by the respondents were:

With all students in the same group being from international countries there is greater difficulty in getting communications understood. Also, a nice mix between international and American allows for broader friendships to be formed, greater sharing of cultures.

Sometimes, it becomes really difficult to communicate with international students who are not good at speaking and writing in English. Moreover, American students know better how to collect data, what to find where. Another thing I want to add is that, particularly in group projects ,in most cases where you have to interact with native Americans, it is not easy to say that you are welcomed by native Americans vis a vis American students. People prefer to talk with American students rather than international students. In addition to things all listed, I find it quite helpful to study with American students in terms of learning American culture and improving my English.

(8)   Participation in groups and level of English proficiency. Many of the students who rated their speaking and writing skills highly preferred to participate with American students, compared to those who rated these skills as low (see Table 30). This explains why students who have a low level of English proficiency would want to participate with all international students for comfort.

Table 30.   Students' preferred group to participate in relative to high level of communication skills

Students who prefer to participate in these groups	Number of Response	Students with high communication Skills			
		Speaking	Writing	Reading Comprehension	Listening
With all American Students (Except you)	20	65%	75%	85%	85%
With Mostly American Students	27	67%	74%	85%	85%
With Mostly International Students	19	53%	74%	89%	84%
With all International Students	10	30%	70%	90%	80%

We find that there is a positive relationship between a student's level of English proficiency and the group in which he/she prefers to participate. The greater their skill, the more comfortable they are in participating with American students, likewise the lesser the skill, the more comfortable they are in participating with international students (see Table 31).

Table 31.   Students' preferred group to participate in relative to low level of
communication skills

Students who prefer to participate in these groups	Number of Response	Students with Low communication Skills			
		Speaking	Writing	Reading Comprehension	Listening
With all American Students (Except you)	20	35%	25%	15%	15%
With Mostly American Students	27	33%	26%	15%	15%
With Mostly International Students	19	47%	26%	11%	16%
With all International Students	10	70%	30%	10%	20%

Therefore, our hypothesis that students with a high level of English proficiency will feel more comfortable participating with American students is confirmed. It is possible that personality may influence a student's preference in what type of group to participate.

(9)   Participation in groups and satisfaction with curriculum. Thirty-five students out of the 38 who responded to this survey had a high level of satisfaction with their curriculum (see Table 32). Of these students, those who felt comfortable working with mostly American students (69%) tended to be more satisfied with their curriculum, compared to the others. However, we find that there is a negative relationship between working with American students and a high level of satisfaction with the curriculum, and a positive relationship between working with international students and high level of satisfaction with the curriculum.

Table 32.   Students' level of satisfaction with curriculum relative to comfort with participating in groups

Level of Satisfaction with Curriculums	Number of Response	Students who feel comfortable to participate in these groups			
		With all American Students (Except You)	With Mostly American Students	WithMostly International Students	With all International Students
Low Satisfcation	3	67%	100%	33%	0%
High Satisfaction	35	51%	69%	51%	29%

This leads us to say that there is a negative relationship between working with American students and the level of satisfaction with the curriculum. Therefore, our hypothesis that students who feel comfortable participating with American students are more likely to be satisfied with their curriculum is not confirmed. It is possible that the design of the GSBPP program explains the high level of satisfaction that the students have with their curriculum.

(10)   Participation in class. In many of the classes, class participation contributes to a student's final grade in that course; this issue was raised during the interviews with the faculty because it was noted that many international students do not participate. We intended to find out if communication was a problem or if it was no more that student personality or preference that dictated the level of participation? In this survey, students were asked to indicate their preference on how to participate in class using four approaches: a) randomly selected by the lecturer, b) allocated presentation time, c) group discussion and d) by raising hand (volunteering).

The majority (79%) of the respondents did not feel comfortable in being randomly selected by the lecturer, while 78 percent of them indicated their comfort with group discussions (see Table 33).

Table 33.   Students' level of comfort in participating in class discussions

Approaches to participate in Class discussions	Number of Response	Mean	Std.Dev	Students level of comfort to participate in Class	
				Uncomfortable (%)	Comfortable (%)
Randomly selected by Lecturer				79%	21%
Allocated presentation time	38	2.63	1.24	66%	34%
Group discussion	38	1.87	0.91	22%	78%
By raising hands (Volunteering)	38	2.39	0.75	34%	65%

We find that there is evidence to say that many students are comfortable participating in group discussions (78%) and by raising their hand (65%), compared to the less than 40 percent who wanted to participate by either being randomly selected by the lecturer or by allocation of presentation time. It is possible that the personality of students may contribute to their preferences.

(11)   Participation in class and level of English proficiency. In comparing the relationship between English proficiency and students' preference of approach to participate in class, we find that a higher percentage of those students who have a high level of English communication skills prefer to participate by allocation of presentation time (see Table 34). However, it was interesting to note that those who rated their listening skill as high (88%) preferred being randomly selected by the lecturer. This indicates that students who can understand the Lecturer feel comfortable being randomly selected by the lecturer, even though they may not be able express themselves well. On the other hand, students who rated themselves as strong in reading comprehension and writing preferred allocation of presentation time so that they could have enough time to properly express themselves.

Table 34.   Students' preference to participate in class relative to high communication skills

Students who prefer to participate in class using these approaches	Number of Response	Students with high communication Skills			
		Speaking	Writing	Reading Comprehension	Listening
Randomly selected by Lecturer	8	50%	63%	75%	88%
Allocated presentation Time	13	69%	85%	92%	85%
Group Discussions	30	57%	73%	90%	83%
By raising hands	25	56%	72%	84%	84%

In comparing students who have a low level of English proficiency, we find that a higher percentage of them prefer to participate by being randomly selected by the lecturer (See Table 35). This is interesting because one would think that those with a low level of speaking skill would want to participate by other means than being randomly selected by the lecturer. It is possible that the high odds of not being selected by the lecturer explain this preference.

Table 35.   Students' preference to participate in class relative to low communication skills

Students who prefer to participate in class using these approaches	Number of Response	Students with Low communication Skills			
		Speaking	Writing	Reading Comprehension	Listening
Randomly selected by Lecturer	8	50%	37%	25%	12%
Allocated presentation Time	13	13%	15%	8%	15%
Group Discussions	30	43%	27%	10%	17%
By raising hands	25	44%	28%	16%	16%

In conclusion, we find that there is a positive relationship between the approach to class participation and a student's best communication skills. Therefore, to generalize that students with a high level of communication skills would prefer to participate in specific way is incorrect; however, there is a fair overall distribution of students with a high level of communication skills among the approaches. Therefore, our hypothesis that students with high levels of English proficiency will feel more comfortable to participate in class is confirmed. It is possible that personality may influence students' preferences in how to participate in class.

(12)   Participation in class and satisfaction with curriculums. Thirty-five students out of the 38 who responded had a high level of satisfaction with their curriculum (See Table 36). Of these students, 80 percent felt comfortable in participating in group discussions while in class. This demonstrates that students' comfort in participating is relative to their English communication skills, which relates to their level of satisfaction with their curriculum. It is also possible that the design of GSBPP programs explains the high level of satisfaction with the curriculum.

Table 36.   Students' level of satisfaction with curriculum relative to participation in class

Level of Satisfaction with Curriculums	Number of Response	Students who feel comfortable to participate in class using these approaches			
		Randomly Selected by Lecturer	Allocated presentation time	Group Discussions	By raising of hands (Volunteering)
Low Satisfcation	3	67%	33%	67%	33%
High Satisfaction	35	17%	34%	80%	69%

There is enough evidence to say that there is a positive relationship between students' preferred method of participation in class and the level of satisfaction with their curriculum. Therefore, our hypothesis that students who feel comfortable in participating in class are more likely to be satisfied with their curriculum is confirmed.

(13)   Study groups. Study groups are optional and membership is voluntary. These groups are normally focused on specific courses, and there are no set guidelines on who should be members. In this survey, international students were asked to indicate if they were in any study group and, if so, did they find this group to be helpful with their course and participation in class discussions. Thirty-eight students responded to the question of whether they were in a study group, with 30 students responding yes, 8 no, and 4 not applicable. The four students who indicated not applicable were considered not to be in any study group.

(14)   Benefit of study groups and participation in class. Our hypothesis predicts that students who are in study groups will feel more comfortable to participate in class. Out of the 30 students who responded yes, 77 percent of them found these groups to be helpful. We were not able to establish the reasons for lack of membership of those who were not in any study group.

Table 37.   Students' rating of the benefits of being in a study group

	Benefits of Study Groups				
	Number of Response	**Mean**	**Std. Dev**	**Not really Helpful (%)**	**Helpful (%)**
Students in Study Groups	30	3.07	0.91	23%	77%

We find that there is enough evidence to say that students who are in study groups find these groups to be helpful. In comparing the percentage of students by their preference of approach in participating in class (see Table 38), we find that a higher percentage student in both those who found study groups helpful (87%) and those who did not find study groups helpful (71%) preferred to participate by group discussions.

Table 38.   Benefits of study groups relative to participation in class

Benefits of Study groups	Number of Response	Students who feel comfortable to participate in class using these approaches			
		Randomly Selected by Lecturer	Allocated presentation time	Group Discussions	By raising of hands (Volunteering)
Those students who find study groups as being helpful	23	22%	22%	87%	70%
Those students who find study groups as being not helpful	7	0%	57%	71%	71%

We find that there is a positive relationship between the benefits of being in a study group and the preferred approach to participate in class. We also note that there is a fair distribution of students who find study groups to be helpful relative to the approaches in class participation. This leads us to conclude that there is enough evidence to say that students who are in study groups will feel more comfortable to participate in class, and thus confirms our hypothesis.

(15)   Area of undergraduate studies. All students who attend GSBPP have an undergraduate diploma from either home-country institutions or international institutions.   Our hypothesis predicts that students with Business and Management backgrounds will feel more comfortable to participate in groups and in class. When asked to indicate their area of undergraduate study before coming to NPS, 24 percent of the respondents indicated they possessed a Business/Management background, compared to a higher percentage (35%) of students who possessed an Engineering background (see Table 39).

Table 39.   Students' area of undergraduate studies

Students undergradute area of studies before coming to NPS		
Areas	Response	Response Ratio
Business/Management	10	24%
Arts	4	11%
Science	3	8%
Engineering	13	35%
Others	8	22%
Total	38	100%

(16)   Area of undergraduate studies and participation in groups. A higher percentage of students with business/management backgrounds preferred to participate with either all American students or with all international students, compared to students with engineering backgrounds where a plurality (40%) preferred to participate with all American students (see Table 40). We noted that there was a fair distribution of students with business/management backgrounds who preferred to participate among the four areas of grouping, compared to all the other undergraduate backgrounds. Therefore, our hypothesis that students with business and management backgrounds will feel more comfortable to participate in groups is confirmed.

Table 40.   Students' preferred group to participate in relative to undergraduate area of study

Students who prefer to participate in these groups	Number of Response	Students undergraduate area of study				
		Business/ Management	Arts	Science	Engineering	Others
With all American Students (Except you)	20	30%	5%	10%	40%	15%
With mostly American Students	27	22%	11%	7%	48%	11%
With mostly International Students	19	26%	11%	5%	32%	26%
With all International Students	10	30%	0%	10%	30%	30%

(17) Area of undergraduate studies and participation in class. In class participation, students with business/management and engineering backgrounds had a high percentage (50%) of preference to participate in class by being randomly selected by the Lecturer, as compared to all the other fields of study (see Table 41). Those students with arts and science backgrounds preferred to participate by raising hands, while those from the other fields of stuy preferred to participate more in group discussions.

Table 41. Students' preferred approach to participate in class relative to undergraduate area of study

Students who prefer to participate in class using these approaches	Number of Response	Students undergraduate area of study				
		Business/ Management	Arts	Science	Engineering	Others
Randomly selected by Lecturer	8	50%	0%	0%	50%	0%
Allocated presentation Time	13	23%	0%	8%	31%	17%
Group Discussions	30	27%	10%	7%	37%	20%
By raising hands	25	20%	12%	12%	40%	16%

This indicates that those students who are familiar with the subjects of discussion, or with mathematics, are prepared to be called upon at short notice to answer or provide explanations on business/management-related subjects.

We find that there is clear evidence of a relationship between area of undergraduate studies and preference of approaches to participate in class. We also note that there is a fair distribution of students who have engineering background in all areas of grouping. Thus, our hypothesis that students who have business and management backgrounds will feel more comfortable participating in class is not confirmed.

4.   Academic Support

Academic support is an important aspect of a student's learning environment. In this survey, we considered three main areas of support in terms of facilities. These areas are the classroom facilities and computer laboratories in Ingersol Hall, and the Knox Library facilities. Ingersol Hall is the building that houses the GSBPP.

Each student was asked to respond by indicating a rating of how they felt about the facilities that were provided. Our hypothesis for this aspect of the study is:

> Hypothesis 13 - Students who are satisfied with supporting facilities provided to them will have a higher level of satisfaction with their curriculums.

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┌──────────────────┐              ┌──────────────────┐                ╭──────────────────╮
│  Satisfied with  │    +ve       │  Satisfied with  │     +ve        │  Benefit to Next │
│    Academic      │─────────────▶│    curriculum    │- - - - - - - -▶│   Appointment    │
│ support facilities│              │       Q9        │                │       Q11        │
│       Q19        │              └──────────────────┘                ╰──────────────────╯
└──────────────────┘
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+ve means a positive relationship between the variables
-ve means a negative relationship between the variables
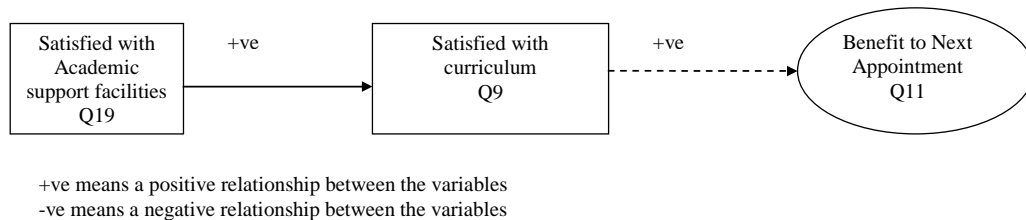
Figure 9.   Relationship of the hypothesis for academic support

We have also included a separate section on Knox Library to analyze students' level of satisfaction relating to specific services that the library provides.

a)   *Academic Support Facilities*

(1)   Satisfaction with academic support facilities. Overall, more than 90 percent of the students were satisfied with the facilities that are provided at the school (see Table 42). One hundred percent of the students were happy with the services provided by the library, 93 percent were satisfied with classrooms facilities and 97 percent responded as being satisfied with the computer laboratories.

Table 42.   Students' ratings of academic support facilities

Academic Support Facilities	Number of Response	Mean	Std.Dev	Fair to Poor (%)	Good to Excellent (%)
		Students ratings of acedemic support facilities			
In the Classrooms	38	3.24	0.59	8%	92%
In the Computer Labor	38	3.53	0.65	3	97
In the Knox Library	38	0.41	0.41	0%	100%

Below are some of the quotes from the open-ended questions in the survey that explain the high ratings of the academic support facilities:

The library resources are very professional and there are a lot of them. The system of help for students is good organized.

Although I am only in first quarter, the three times I have needed assistance in the library it was provided promptly and accurately.

This is my first quarter and up to now, I benefited mostly the copy machine and printer as well as the study carrel facilities of the library. That's why I am not totally satisfied with the all facilities. I mean I couldn't have the opportunity to rate the other facilities.

(2) Academic support facilities and satisfaction with curriculum. Our hypothesis predicts that students who are satisfied with the academic support facilities will be satisfied with their curriculum. Over 90 percent of the students who were both satisfied and not satisfied with the academic support facilities had a higher level of satisfaction with their curriculums (see Table 43).

Table 43.   Students' level of satisfaction with curriculum relative to academic support facilities

Level of Satisfaction with Curriculums	Number of Response	Students who feel satisfied with these academic support facilities		
		Classrooms	Computer Laboratories	With Mostly Dudley Knox Library
Low Satisfcation	3	100%	100%	100%
High Satisfaction	35	91%	97%	100%

There is enough evidence to say that there is a relationship between the level of satisfaction with the facilities and the level of satisfaction with the curriculums. Therefore, our hypothesis that students who are satisfied with the academic support will have a higher level of satisfaction with their curriculum is confirmed.

b)   *Dudley Knox Library*

The Knox Library is a major provider of resources that support students in their studies. In this study, a detailed analysis of the services provided by the library was carried out, by asking students to indicate which services they utilized, and their rating of those services. Table 44 is a summary of the ratings given by students for some of the services provided by the Dudley Knox Library. Overall, over 90 percent of the students gave a rating of high to very high, indicating their level of satisfaction and appreciation for the services that were provided.

Table 44.   Students' level of satisfaction with Dudley Knox Library services

Students Level of Satisfaction with Dudley Knox Library Services				
Library Services	Number of Response	Low Satisfaction (%)	Satisfied (%)	High Satisfaction (%)
Borrowed books, videos, thesis etc	33	0%	10%	90%
Requested books, articles or other documents from other Libraries via inter-Library loan/Document Delivery	14	0%	8%	92%
Used databases or electronic journals to find articles	33	0%	6%	94%
Used the Library building for meeting or studying	36	0%	11%	89%
Used a computer in the Library	36	0%	14%	86%
Used Library copy machines, scanners, self-checkout machines,	35	0%	11%	89%
Took a Libray class	20	0%	5%	95%
Got help from a research assistance librarian(Ann Jacobson or others - by phone, e-mail, appointment, office visit, etc.)	16	0%	0%	100%
Used Ask a Librarian Live! To reach a Librarian via Chat	6	0%	0%	100%

(1)   Suggestions for improvements. Although the library is rated as being excellent in providing its services to those who responded, some suggestions were also made for improvements in certain areas. They were:

More computer facilities

More access to home-country resources for both news and research

Need to have materials in different countries' languages

From the open–ended questions in the survey, Some of the quotations by students regarding how they would like to see the Library help with their studies—taken from the open-ended questions in the survey--are:

(2)   Suggestions relating to computer facilities.

If there were 20% more pc my satisfaction level should be very high.

More computer terminals

For me, all the library resources have supported me a lot, except the availability of library internet networking to open certain countries internet website.

(3)   Suggestions relating to online services.

Better access to home countries search databases and news.

My thesis topic is about my country's service and I had a difficult time to find articles about it. The library should also provide online data, journal, etc., from libraries of the international students' countries.

(4)   Suggestions relating to international news and journals.

To me everything is OK, maybe some international newspapers in a newsroom in the library.

Bring in more international journals not just US based journals.

(5)   Suggestions relating to use of Library.

Write a manual for using all resources.

To make them quicker understand procedures by giving them exercises during their lectures.

Library may be proactive by applying a library sponsor program for international students.

We conclude that there is enough evidence to say that over 95 percent of students are satisfied with the services provided by the Dudley Knox Library and over 90 percent of them are satisfied with their curriculum.

5.   Quality Of Life

Quality of life factors include those such as climate and natural features, access to schools, housing, employment opportunities, medical facilities, cultural and recreational amenities, and public services. Different cultural, social and economic circumstances make the quality of life different in different countries, and it is sometimes difficult to compare lifestyles as better or worse. The gathered data of this survey in the field of quality of life were made from international military students' ideas about quality of life, and are personal, subjective and based on their limited experiences (no more than two years) at GSBPP of NPS in the United States.

Through two optional, open-ended questions of questionnaire that were provided for free comment, IMS were asked to "list two things you like about living in Monterey or about the NPS assignment" and "list two things you would like to see being improved in Monterey or NPS" to catch IMS' common sense about quality of life. Table 45 shows the rating of respondents' personal characteristics on the questions.

Table 45.   Response rate by region and current quarter

		Like		Dislike	
		Number	Rating	Number	Rating
Received Responses	Response	32	84 %	29	76 %
	No Response	6	16 %	9	24 %
	Total	38	100 %	38	100 %
Regions	Africa	1	3 %	1	4 %
	Asia	14	44 %	12	41 %
	Europe	15	47 %	14	48 %
	Oceania	2	6 %	2	7 %
	Total	32	100 %	29	100 %
Current Quarter	1st	11	35 %	9	31 %
	3rd	9	28 %	9	31 %
	4th	1	3 %	1	4 %
	5th	8	25 %	7	24 %
	7th	3	9 %	3	10 %
	Total	32	100 %	29	100 %

In Table 45, the result of the survey indicates that about 84% (32 of 38) of respondents offered two things they like about living in Monterey or about the NPS assignment, but only around 76% (29 of 38) of the participants reported two things they would like to see improved in Monterey or NPS. It should be noted that overall, IMS' comments on the questionnaires were fairly concise and more likely to express things or experiences they liked about living in Monterey, than were they to express dislike or call for things to be improved upon. It also reveals that IMS tended to report the positive attitude on the questionnaires instead of the negative. Moreover, due to cultural differences, some felt that there might be potential negative repercussions from faculty members, or that their supervisor might discover that they had participated in the research. Others perhaps felt too embarrassed to report their unfavorable comments.

European IMS represent the biggest regional group (47% and 48%), followed by Asian (44% and 41%). No Central/South American IMS responded to these two questions. Most respondents (35% and 31%) were in their first quarter at the GSBPP, followed by those in their third quarter. In general, respondents were still adjusting, to varying degrees, to the GSBPP, and thus gave more or less weight to the issues of quality of life depending on their level of adjustment.

To facilitate analysis of the gathered data on quality of life, IMS' views were categorized into five sections: the living environment, learning environment, social activity, entertainment, and other.

When asked to list two things they liked about living in Monterey or about the NPS assignment, the majority of responses (56%) were in the category of living environment, followed by the categories of learning environment (25%), social activity (10%), other (6%), and entertainment (3%). Table 46 displays the response rating on each category and the relevant issues.

Table 46.   Categories and favorable issues on quality of life

Like about living in Monterey or about the NPS assignment			
Categories	Issues	Rating	Sum
Living Environment	Mild Climate	17.2 %	
	Beautiful Place / Scenery	14 %	
	Satisfied Whole	9.4 %	
	Location – Quick access	4.7 %	
	Well Organized	3.1 %	
	Security	3.1 %	
	Pure Nature	1.6 %	
	Clean	1.6 %	
	Conveniences	1.6 %	
	Total (Round)		56 %
Learning Environment	New Experience	9.4 %	
	Good Place to Study	6.2 %	
	Benefits in the Future	3.1 %	
	Appropriated Loads	1.6 %	
	Excellent Courses	1.6 %	
	Education Quality	1.6 %	
	Promoting Knowledge	1.6 %	
	Total (Round)		25 %
Social Activity	New Friends	4.7 %	
	Nice Neighbor / Faculty Members	4.7 %	
	Total		10 %
Entertainment	Sailing / Diving	1.6 %	

	Travel on the beach	1.6 %	
	Total (Round)		3 %
Other	Lonely	3.1 %	
	Communication Problem	3.1 %	
	Total (Round)		6 %
Total			100 %

When asked to list two things they would like to see improved in Monterey or at NPS, the most responses (50%) were received in the category of learning environment, followed by the categories of living environment (29%), social activity (9%), other (7%), and entertainment (5%). Table 47 displays the response rating in each category and the relevant issues.

Table 47.   Categories and issues for improvement in quality of life

Like to see being improved in Monterey or NPS			
Categories	Issues	Rating	Sum
Living Environment	Accommodations	17.2 %	
	High Expense	6.9 %	
	Food	1.7 %	
	Spouse part-time job	1.7 %	
	Health Care	1.7 %	
	Total (Round)		29 %
Learning Environment	Parking on campus	19 %	
	Insufficient English learning classes	6.9 %	
	Dress uniform on campus	5.2 %	
	Over loadings	5.2 %	

	Access to campus	3.5 %	
	Thesis process	3.5 %	
	Grade	3.5 %	
	Delivery of course content	1.7 %	
	Course content	1.7 %	
	Total (Round)		50 %
Social Activity	Short of social activity	5.2 %	
	Lack of community gathering	1.7 %	
	Poor relationship with neighbors	1.7 %	
	Total (Round)		9 %
Entertainment	Lack of the swimming pool	3.5 %	
	Short of sport activity	1.7 %	
	Total (Round)		5 %
Other	Lonely	3.5 %	
	Communication Problem	3.5 %	
	Total (Round)		7 %
Total			100 %

a)   *Living Environment*

Living environment is the totality of circumstances surrounding an organism or group of organisms, especially: the combination of external physical conditions that affect and influence the growth, development, and survival of organisms. When asked to list two things they like about living in Monterey or about the NPS assignment, the survey results indicated that most participants (56%) were content with the environment where they live in Monterey. The highest proportion of the respondents (17.2%) said that they liked the "weather/climate" of Monterey, followed by "beautiful place/scenery" (14 %).

The weather of Monterey County is consistently mild, with an average temperature of 57 degrees F. year-round. Warm, clear days and cool nights characterize the spring and autumn months, with a distinct rainy season between November and April. Moreover, Monterey County encompasses some of California's most stunning scenery, while offering world-renowned attractions and recreation. Thus, this not only reflects that Monterey is famous in the United States for its moderate climate and beautiful bay scenery, but also that the weather and scenery of Monterey are appropriate for IMS who come from different regions and weather zones, and that this affects their attitude toward quality of life. As one student commented in response to the open-ended question of two things he liked about NPS and Monterey:

> Monterey is a great place to live and rest…Nice climate and beautiful beach to let me fell fresh everyday.

Other issues of lower response rating were relevant to the living environment on positive attitude, including:

> Satisfied whole – About 9% of respondents enjoy the entire living environment of Monterey County, such as weather, scenery, location, security, organization, nature, etc. One student wrote:

Living in Monterey is amazing, I like everything here.

> Location (4.7%) – Apparently, the transportation of Monterey is very convenient. Three airlines offer direct service to the Monterey Peninsula Airport via international and domestic connecting routes in Los Angeles, San Francisco, and Phoenix. By land, there are two main highways into Monterey County. Highway 1 runs from San Francisco to Los Angeles. One student wrote:

 Monterey is easy to access into and also easy to go out to other states…Monterey is a perfect location for a postgraduate school.

> Well organized – Around 3.1% of respondents felt that the planning of Monterey County and NPS were well organized, as written by one student:

I likes that almost everything was well organized without the big problems of big city…Well organized system of NPS.

Security (3.1%) – The California Crime Index (CCI) rated Monterey County at 1424.5 per 100,000 Population in 2002[4]. Compared with Los Angeles at 2252.7 per 100,000 and San Francisco at 2340.1 per 100,000, the crime rate of Monterey is relatively moderate. As one student wrote:

Safety for children…Little crime

Table 47 shows that a large number of participants (29%) commented that they would like to see the living environment in Monterey or NPS improved in some way. The principal negative attitude expressed on the issue of living environment was toward "Accommodations" (17.2%), following by "High Expense" (6.9%), "Food" (1.7%), "Spouse Part-time Job" (1.7%), and "Health Care" (1.7%).

Though IMS lived in a variety of accommodations, the majority lived in the military housing complexes of La Mesa Village and Fort Ord. Securing accommodations is the main administrative process of IMS from pre-arrival to settling in Monterey. Due to a shortage of preparation time and cultural differences, IMS encountered more difficulty than local students in securing accommodations. The process was especially hard for those who came with families or those for whom English was a second language. The international Program Office (IPO) coordinated with the military housing office to assist IMS in dealing with their housing problems. However, there is still room for improvements. As one student mentioned:

Equal treatment at housing and services is the issue!" and "International office assistance during check-in process: accommodation, etc. They do a lot of work, but they do not help international students much.

Because the United States has the largest and most technologically powerful economy in the world, with a per capita GDP of $40,100 in 2004[5], its living expenses are higher than in average countries around the world. Compared with the living expense of IMS' home countries, living in Monterey is very expensive, as reflected in the

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[4]Source from: "CALIFORNIA CRIME INDEX, 2001-2002." Retrieved June 08, 2005 from http://caag.state.ca.us/cjsc/publications/advrelease/ad/ad02/tabs/0227.pdf

[5] "The World Fact Book", May 17, 2005, CIA Website. Retrieved June 08, 2005 from http://www.cia.gov/cia/publications/factbook/geos/us.html

prices of housing, food, clothes, entertainment, etc. High expense is one of the factors increasing the level of dissatisfaction with quality of life. As one student wrote:

High expense in everything

Other issues of lower response rating on the negative side of living environment were:

Food (1.7%) – Since IMS come from different countries of the world, they have variable food customs and preferences. There are many restaurants and supermarkets offering international cuisine in Monterey, but they cannot possibly meet the full needs of every IMS. As one student put it:

Missing hometown's specialty

Spouse part-time jobs (1.7%) – Since IMS' spouses did not have social security numbers, and some residents did not like to hire them as foreigners, it was difficult for them to find a part-time job in Monterey. One student said that:

My wife needs a part-time job.

Health Care (1.7%) – Different countries have different health care systems. However, seeing a doctor was very expensive if IMS did not have health care insurance that would cover them in the United States. One student stated that:

It cost ten times than my country to see the doctor for the cold.

b)   *Learning Environment*

Learning environment is defined as the totality of such things as academics, academic support, school policy, etc., relating to students' studies. The learning environment is one of the main factors affecting IMS' perceptions toward quality of life at GSBPP. Based on the results shown in Table 46, 25% of the respondents were in favor of their learning environment in Monterey or NPS. Many of the participants (9.4%) rated the new experience as a positive of their NPS assignment, followed by "a good place for learning" (6.2 %) and "benefit in the future" (3.1 %).

In going abroad to the United States, IMS face diverse languages, cultures, experiences, organizations, educational systems, and areas of expertise in the learning environment at NPS. Not only is this a brand-new experience for international students as a whole, but the particular diversities that each student brings to the table make NPS a unique cornucopia of opportunities for research and study. The administration, academics, and academic support of NPS contribute to a suitable learning environment for IMS study. Upon graduation from NPS, the experiences and knowledge gained will benefit IMS in their future assignments and careers. As one student wrote:

> Learning in NPS is an opportunity to look outside the own box and get new experiences…Have a different vision regarding the world…Good learning environment at the GSBPP…Benefit in promotion.

Based on the results displayed in table 47, half the participants (50%) commented that they would like to see the learning environment in Monterey or NPS improved in some manner. Compared with the numbering desiring improvements in the living environment (29%), it demonstrated that IMS currently not only have a higher level of dis-satisfaction with learning issues (administration, academics, and academic support) than with living issues, but also that they hoped for changes in some regulations, situations or policies in order to feel a higher level of satisfaction. Besides, since the factors of living environment (weather, location, organization, etc.) are inherently difficult to improve, IMS naturally tended to resign themselves to that environment, whereas they looked for improvement in that environment (learning) that they felt they could influence.

The parking problem was a recognized major issue for IMS at NPS. Not only did the highest proportion of respondents (19%) express a desire for improvement in that facet of the learning environment, but it also ranked first out of all issues in the same question. Historically, parking has been a significant issue in NPS; under normal conditions, it is difficult and sometimes nearly impossible for IMS to locate space for their vehicles during prime parking times. It is normal to see vehicles located on lawns on weekdays due to the lack of affordable parking. Moreover, there is limited nearby parking space outside the campus and no shuttle bus commuting between school and

downtown Monterey. If IMS were in a hurry to get to class, and parked their cars, in non-parking areas, they would return from class only to find a ticket put under their windshield wiper by campus police. Under these circumstances, the parking issue not only affected IMS' mood in learning, but also worsened their quality of life. As one student mentioned:

> Parking facilities in NPS, this might sound as a detail, but angers a majority of the students and faculty, and results in stress and frustration.

About 6.9% of respondents commented upon the need to improve the learning environment by improving the English-language program. Although IMS whose native languages were not English had to pass the TOEFL with a score of 207 points before they enrolled at the GSBPP, they still felt an inadequate English proficiency level for learning and communication. Even those who came from English-speaking countries like Australia, Botswana, and Papua New Guinea sometimes had slight problems in communicating with local students or faculty due to the American speakers' different accents, tempos, and heavy slang usage. It seems insufficient that NPS only provides two English classes (IT1600 – English conversation and IT1700 – English writing) for IMS from non-English-speaking countries to take in the first and third quarters. IMS still felt the lack of the technical or specialized words that would have assisted them in matters concerning business, law, politics, military, public affairs, and personal matters. As one student stated:

> When I have illness, I go to the clinic but I did not know how to describe my symptom and what doctor/nurse said…Urgently needs English learning classes for me…Need to improve my English skills because I cannot catch   professor's speech.

Other issues of lower response rating that were related to the learning environment in a negative manner included:

Dress uniform on campus (5.2%) – IMS felt uncomfortable in dress uniform on campus while attending classes or studying. Lower-ranking IMS usually gave salutes to the higher ranks of local students, but often did not receive the same respect in return from lower-ranking local students. This may be explained in that IMS are aware of the United States' military rank system, but local students might not recognize the rank insignia of other countries. One student expressed that:

The uniform policy – Tuesdays is not a good solution, and that resulted in everything by ranking…The lower rank of local students seldom got me a salute.

Over loading (5.2%) – IMS took the same number of credits as the local students in the same curriculums. They had to spend more time in comprehending course contents, doing assignments, and searching for information in a language that was the second or third for them. They felt overloading, especially those students with low English proficiency and non-business backgrounds. One student commented that:

I am almost exhausted…The local students also felt overload how does IMS felt?

Access to campus (3.5%) – NPS is not only a postgraduate school, but also a military base. Thus, it has some constraints upon access to the campus due to security concerns. Sometimes, this was inconvenient for IMS who had forgotten to bring their military I.D. with them, wanted to study late at night, or were alumni. One student stated that:

It took time to explain I forgot my military I.D. for the guard soldier.

Thesis process (3.5%) – Most IMS had to deal with such headaches as moving out, packing, selling cars, closing bank accounts, family members leaving, and other chaos in the last month before graduation. Combined with the classes of the current quarter, they felt great thesis pressure if their theses had not been completed by that time. The policy of the thesis process seems to put approval of students' theses off until the last minute. It is nearly impossible for IMS to request an extension at NPS, and some may be punished by their military units should they fail to return with their masters degree. One student expressed that:

Professor leaves students to deal with their project late in the quarter

Grade (3.5%) – Naturally, IMS are not as good as the local students in English proficiency. In classes where grammar and precise word usage were among the most important considerations in professors' grading of their students'

examinations or assignments, IMS were unfairly penalized. Moreover, some professors used the same questions year after year in their assignments and examinations, further hampering IMS, because in many instances the American students had the material in advance from prior graduates. One student commented that:

Professors grade our assignments not primarily but partially based on the grammar structure or grammar mistakes...It is unfair, local students got exam material from former students.

Delivery of course content (1.7%) – The delivery of courses can be improved by using handouts, guest lectures, class discussions, slides, visual aids - movies, role playing, field trips, etc. to assist IMS in comprehension. According to one student commented:

More class discussions are better.

Course content (1.7%) – IMS' jobs and knowledge are related to military fields. Therefore, they felt more interested in the course content which was related to military affairs and their home countries. As one student stated:

Need more defense courses.

c)   *Social Activities, Entertainment, and Other*

According to Table 46, after living environment (56 %) and learning environment (25 %), the lower proportion of response ratings fell in the categories of social activity (10 %), entertainment (3 %), and other (6%) on the positive attitude toward quality of life. Referring to Maslow's theory[6] about hierarchy of needs, Figure 10 illustrates that the priority of IMS' needs were physiological and safety needs (related to living environment), followed by belonging and esteem needs (related to learning environment), social activity, and entertainment.

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6   "Maslow's   Theory",   Abrahan   Maslow.   Retrieved   June   08,   2005   from http://www.ship.edu/~cgboeree/maslow.html

Being Needs

Self-actualization

Esteem Needs

Belonging Needs

Safety Needs

Physiological Needs

Deficit Needs
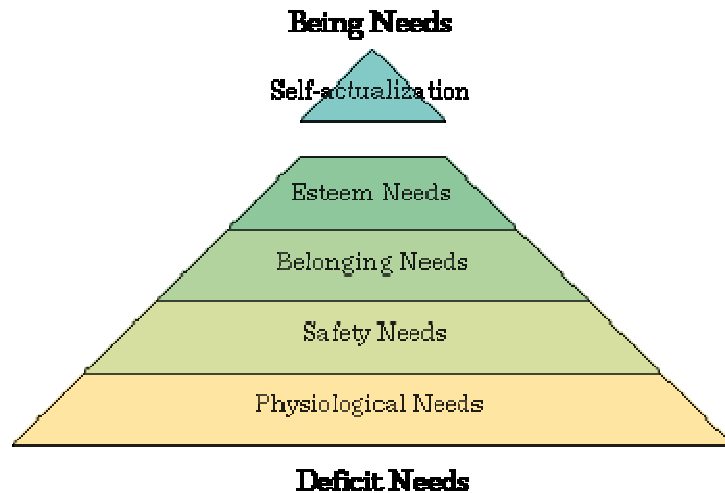
Figure 10.   Hierarchy of Needs

When IMS arrived in Monterey, their first needs were to adjust and deal with their living environment. After enrolling at GSBPP, they confronted different languages, cultures, organizations, and education systems, and thus had needs in their learning environment. Consequently, they interacted with local students, foreign students, faculty, neighbors, and residents, and combined that interaction with social activity and entertainment for emotional needs.

The survey results indicate that about 4.7 % of respondents were in favor of each social activity, those of making new friends and having nice neighbors/faculty members. Also, approximately 1.6% of the respondents liked each entertainment activity listed, including sailing/diving and traveling on the beach. Social activity and entertainment are very important for foreign students in lessening stress, adjusting environment, and coping with a new culture. However, IMS apparently spend more time in dealing with living and learning factors, and less in participating in social activity and entertainment. As one student expressed:

There everything I need is studying, only thing I need is time.

Interestingly, when asked to list two things they did not like about living in Monterey or about the NPS assignment, 3.1% of respondents expressed negative feelings for both "communications problems" and "lonely". It is worth noting that insufficient English proficiency made IMS reluctant to communicate with local students, faculty, and residents. Therefore, IMS who had problems with communication received less support from local administration, academics, and society so that they were negatively disposed toward quality of life. In summary, as one student commented:

> Nothing good but communication's problems…Lonely culture companies me.

d) *Living/Learning Issues Compared by Regions*

Based on the respondents' regions in table 45, European IMS represent the biggest regional group (47% and 48%) followed by Asian IMS (44% and 41%). Compared with the response rate of these two regions, all other regions were lower than 10%. Due to the low response rate, other regions lacked significant representative data to discuss further in the main categories of living and learning environment.

Table 48.   Living/learning favorable issues and regions

Like about living in Monterey or about the NPS assignment						
Categories	Issues	Rating				Sum
		Africa	Asia	Europe	Oceania	
Living Environment	Mild Climate		12%	5.2%		
	Beautiful Place / Scenery		2%	10%	2%	
	Satisfied Whole		4%	5.4%		
	Location – Quick access			4.7%		
	Well Organized			3.1%		
	Security		3.1%			
	Pure Nature			1.6%		

	Clean			1.6%		
	Conveniences		1.6%			
	Total (Round)		22.7%	31.6%	2%	56 %
Learning Environment	New Experience		5.6%	3.8%		
	Good Place to Study		3.1%	3.1%		
	Benefits in the Future			3.1%		
	Appropriated Loads		1.6%%			
	Excellent Courses			1.6%		
	Education Quality		1.6%			
	Promoting Knowledge			1.6%		
	Total (Round)		11.8%	13.2%		25 %

Based on the results shown in Table 48, when asked to list two things they liked about living in Monterey or about the NPS assignment, European (31.6%) and Asian (22.7%) IMS were the biggest regional groups represented in the category of living environment. This illustrates that European and Asian IMS were commonly in favor of their living environment. Among the issues of living environment, about 12% of the respondents from Asia were in favor of the mild climate in Monterey, compared with 5.2% of the respondents from Europe. Broadly speaking, Asian IMS appeared to like the mild climate compared with their home countries such as Turkey and Bahrain. Many of the respondents from Europe (10%) were in favor of the issue "beautiful place/scenery" in living environment, possibly demonstrating that European IMS who came from landlocked countries such as the Czech Republic and Hungary enjoyed the ocean view.

Table 49.   Living/learning dislike issues and regions

Categories	Issues	Rating				Sum
		Africa	Asia	Europe	Oceania	
Living Environment	Accommodations			17.2%		
	High Expense		2.3%	4.6%		
	Food			1.7%		
	Spouse part-time job		1.7%			
	Health Care		1.7%			
	Total (Round)		5.7%	23.5%		29 %
Learning Environment	Parking on campus		19%			
	Insufficient English learning classes		3.5%	3.5%		
	Dress uniform on campus	3.5%		1.7%		
	Over loadings		1.7%	3.5%		
	Access to campus		3.5%			
	Thesis process			3.5%		
	Grade		1.7%	1.7%		
	Delivery of course content		1.7%			
	Course content		1.7%			
	Total (Round)	3.5%	32.8%	13.9%		50 %

According the results shown in Table 49, when asked to list two things they would like to see improved in Monterey or NPS, European IMS represent the biggest regional respondent group (23.5%) in the category of living environment. Compared with no respondents from Asia, about 17.2% of respondents from Europe commented that the issue of "accommodation" needed to be improved. It highlighted that a higher proportion of European IMS felt dissatisfaction with the perceived negative attitude of administration regarding their accommodation issues. The reasons might include:

European IMS did not receive sufficient information from IPO about accommodations before coming to NPS, but Asian IMS did.

European IMS did not get adequate information about accommodations from IPO after arriving at NPS, but Asian IMS did.

IPO gave more assistance to Asian IMS than to European IMS in dealing with the accommodation problems.

Asian IMS were better at adjusting to challenges in securing accommodations than European IMS were.

Asian IMS were the biggest regional group (32.8%) in the category of learning environment. Compared with no respondents from Europe, about 19% of respondents from Asia expressed that the issue of "parking" needed to be improved. It highlighted that a higher proportion of Asian IMS felt dissatisfaction with parking availability. The reasons might include:

A higher proportion of Asian than European IMS drove to school.

European IMS were better than Asian IMS at finding parking space.

European IMS were used to the situation of insufficient parking space.

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V. CONCLUSION

The Graduate School of Business and Public Policy (GSBPP) at the US Naval Postgraduate School has been offering graduate education to international students since 1952.

Approximately 20 percent of students at the GSBPP are international students from countries other than the United States. International students in all universities have different needs and problems than local students.

This study focuses on the international students at the Graduate School of Business and Public Policy. To identify the problems and benefits international students at GSBPP are experiencing, a survey was conducted using two methods of data collection: the qualitative method and the quantitative method. The survey population was grouped into three categories: graduating international students, new international students and current international students. A total of 42 IMS participated in the study, out of a possible 59 students from 51 different countries, including four graduating students, 10 new students and 38 current students.

The study provides information that will assist the NPS International Program Office, GSBPP program managers and Faculty in understanding the issues that affect international students studying at GSBPP.

A. ISSUES AFFECTING GSBPP INTERNATIONAL STUDENTS

In this research we identified the following as issues that affect international students at the GSBPP of the US Naval Postgraduate School, Monterey.

1. Administrative Issues

a) *Lack of Information About NPS Before Coming to Monterey*

All graduating IMS when interviewed indicated that they did not get enough information on NPS before coming to Monterey. However, they were satisfied with the NPS check-in process and completed their accommodation arrangements in less than one month.

In our survey of new and current students, 50 percent of the students were not satisfied with information on NPS before coming to Monterey; however, 66 percent of them were satisfied with the NPS check-in process and 57 percent of them completed their accommodation arrangements in less than one month.

Conversely, the higher the satisfaction level with information on NPS that students had before coming to Monterey, the less satisfied they were with the NPS check-in process. Yet, the less satisfied they were with check-in, the less time they took to complete their accommodation arrangements. Therefore, dissatisfaction with the NPS check-in process could be caused by receiving the same information before coming. However, receiving such info quickened the settling-in process.

It is also noted that senior international students at NPS may help new students from their country settle-in quickly, or that the student sponsor program is effective.

2. Academic Issues

a) *Selection of Curriculum*

All graduating IMS students and 55 percent of new and current students did not select their curriculum. A majority (92%) of IMS were satisfied with their curriculum and would select the same if given another opportunity. However, we find that there is a negative relationship between selection of curriculum and the level of satisfaction with curriculum, because 50 percent of students who did not select their curriculum also had a high satisfaction level. It is possible that the design of the GSBPP programs reflects this high satisfaction rate, or that a student's culture does not allow indicating negativity for fear of repercussions.

b) *Level of English Proficiency*

Overall, the level of English Proficiency is high among the international students. However, in comparing communication skills, many students rated speaking lower than the other skills. These are interesting results because skills that can be more easily assessed were given lower ratings than those that were not assessed.

Some respondents to an open-ended question commented on the need for improvement in the learning environment on the subject of "insufficient English learning classes". Although IMS whose native languages are not English had to pass the TOEFL test with a score of 207 before they enrolled at the GSBPP, they felt inadequate English proficiency in learning and communication. Even those who come from English-speaking countries like Australia, Botswana, and Papua New Guinea, etc, sometimes had slight problems in communication with local students or faculty due to differences in accent, tempo, and slang usage. It seems insufficient that NPS provides two English learning classes: IT1600 – English Conversation and IT1700 – English Writing, for non-English-speaking countries' IMS to take in the first and third quarters. They still felt a lack of technical language or special words that would have assisted them in matters concerning business, law, politics, and military, public, and personal affairs.

c) *Participation in Groups*

Generally, a higher percentage of those who responded preferred working with American students. Seventy-one percent of the respondents preferred working with mostly American students, while about half preferred working with all American students. Only 26 percent of the respondents indicated being comfortable working with all international students, while 50 percent indicated being comfortable working with mostly international students. It was interesting to note that many of the students did not prefer working in groups consisting of mostly international students or all international students.

More IMS students who rated their speaking and writing skills high preferred to participate with American students than did those who rated these skills low. IMS students who have a low level of English proficiency may prefer participating with all international students because it is more comfortable. We found a positive relationship between a student's level of English proficiency and the group in which he/she participates. The greater the skills, the more comfortable they are in participating with American students; likewise, the lesser the skills, the more comfort in participating with international students. It is also possible that personality may influence students' preference in the type of group in which to participate.

d)   Participation in Class

A majority of the IMS did not feel comfortable being randomly selected by the lecturers, but 78 percent of them indicated being comfortable with group discussions. Many students found it comfortable to participate by raising their hand (65%) compared to less than 40 percent who wanted to participate by either being randomly selected by the lecturer or by allocation time for presentation.

In comparing the relationship between English proficiency and students' preference of approach to participate in class, we find that a higher percentage of those students who have a high level of English communication skills prefer to participate by allocation of presentation time. However, it was interesting to note that those who rated listening high (88%) preferred being randomly selected by the lecturer. This indicates that students who can understand the lecturer feel comfortable being randomly selected by the Lecturer, although those students may not be able express themselves well. On the other hand, students who rated high in reading comprehension and writing prefer allocation of presentation time so that they can have enough time to express themselves. It is also possible that the personalities of students may contribute to their preferences.

Surprisingly, IMS students who have a low level of English proficiency preferred to participate by being randomly selected by the lecturer. It is possible that the high odds of not being selected by the lecturer may explain this preference. We find that there is a positive relationship between the approach to class participation and a student's best communication skills. It is possible that personality may influence students' preference on how to participate in class.

3.   Academic Support Issues

Overall more than 90 percent of the students were satisfied with the facilities that are provided at the school. All of the IMS students were happy with the services provided by the library, 93 percent were satisfied with classrooms facilities and 97 percent were satisfied with the computer laboratories.

Although the library is rated as being excellent in providing its services to those who responded, some suggestions were also made for improvements in certain areas and they were:

- More computer facilities in the library

- More access to home country resources for both news and research

- Need to have materials in different languages, such as Turkish, Mandarin Chinese, etc.

4.   Quality of Life Issues

The results of the survey indicate that about 84% of respondents gave two things they like about living in Monterey or about the NPS assignment, while only around 76% participants reported two things they would like to see improved in Monterey or NPS. It should be noted that, overall, IMS' comments on the questionnaires were fairly concise and more likely to express things they liked about living in Monterey than things they disliked or wanted improved. It also reveals that IMS tended to report positive attitudes on the questionnaires instead of negative ones. Moreover, due to cultural differences, some felt that there might be potential negative repercussions from faculty members or their supervisor, who might discover that they had participated in the research. Others might have felt embarrassment to report their unfavorable comments.

a)   Living Environment

When asked to list two things they like about living in Monterey or about the NPS assignment, the survey results indicated that most of participants (56%) were in favor of the environment where they lived in Monterey. The highest proportion of the respondents (17.2%) expressed that they liked the "weather/climate" of Monterey, followed by "beautiful place/scenery" (14 %).

When asked to list two things they would like to see improved in Monterey or at NPS, a majority of responses were related to the learning environment followed by the categories of living environment and social activity. The major negative attitudes expressed on the issue of living environment were "Accommodations", following by "High Expense", "Food", "Spouse Part-time Job", and "Health Care".

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Though IMS lived in a variety of accommodations, the majority of IMS lived in the military housing complexes of La Mesa Village and Fort Ord. Accommodations included the whole administrative processes of IMS from pre-arrival to settling in Monterey. Due to short preparation time and differences in culture, IMS encountered more difficulties than local students in accommodations, especially for those who came with family or for whom English is the second language.

Compared with the living expense of the IMS' home countries, living in Monterey is very expensive, as shown by the prices of housing, foods, clothes, and entertainments, etc.

Since IMS come from different countries of the world, they have variable food customs and favors. There are numerous international restaurants and supermarkets in Monterey, but they cannot possibly satisfy the needs of every IMS.

Since IMS' spouses did not have social security numbers, and because some residents did not like to hire foreigners, it was difficult for IMS' spouses to find part-time jobs in Monterey.

Different countries have different health care systems. However, doctors are very expensive for IMS whose health insurance did not cover care in the United States.

b) *Learning Environment*

Most IMS respondents were in favor of the environment where they learned in Monterey or NPS. A majority of the participants responded that it was a new experience for them, followed by "a good place for learning" and "benefit in the future".

The majority of participants commented that they would like to see the learning environment in Monterey or NPS improved. Compared with the rating of the living environment (29%) in the same question, it demonstrated that IMS currently not only have a higher level of dissatisfaction with learning factors as opposed to administration, academics, and academic support, but also that they hoped to change some regulations, situations or policies to get a higher level of satisfaction. Besides, since

the factors of living environment such as weather, place, location, and organization, etc. are inherently difficult to improve, IMS were naturally adjusting themselves to influence those factors they felt they could change.

The parking problem was a recognized major issue for IMS in NPS. Not only did the highest proportion of the respondents (19%) express that it needed to be improved under learning environment, but it also ranked the first of overall issues in the same question. Historically, parking has been a significant issue in NPS; under normal conditions it is difficult and sometimes nearly impossible for IMS to locate a space for their vehicle during prime parking times. It is normal to see vehicles parked on lawns on weekdays due to lack of available parking. Moreover, there is limited parking space immediately outside the campus, and also no shuttle bus commuting between school and downtown Monterey. If IMS were in a hurry to get to class and left their cars in non-parking areas, they would find a ticket clipped on their windshield wiper by the campus police after class. Under this situation, parking issues not only affected IMS' mood in learning, but also worsened their quality of life. Anecdotal information shows that most IMS own cars.

IMS felt uncomfortable in dress uniform on the campus for research or studying. In spite of the differences in rank, the lower ranks of IMS usually gave salutes to the higher ranks of local students, but often did not receive the same respect from the lower ranks of local students in return. This might be because IMS were aware of the United States' military rank system, but local student did not recognize the rank insignia of other countries.

Students took the same number of credits as the local students in the same curriculums. They had to spend more time to comprehend the course contents, do assignments, and search for information in a language that may have been the second or third for them. They felt overloaded, especially those with poor English proficiency and no business background.

Most IMS had to prepare for new accommodations, including moving, packing, selling cars, closing bank accounts, family members leaving, and other chaos in the month before graduation. Combined with the classes of the current quarter, they felt pressure to get their thesis completed on time. The policy of the thesis process seems to put off the approval of a student's thesis until the last minute. It is nearly impossible for IMS to get an extension at NPS, and some may be punished by their military unit if they rail to return with a masters degree.

Naturally, IMS are not as proficient in English as the local students. In those classes where grammar and precise word usage were one of the important considerations in grading examinations or assignments, IMS were at a disadvantage. Moreover, some professors used the same questions in assignments and examination for years; this is unfair to IMS because many of the local students obtained the material in advance from graduating colleagues.

The delivery of courses can be improved by using handouts, guest lectures, class discussions, slides, visual aids/movies, role playing, field trips, etc. to assist IMS in comprehension.

IMS' jobs and knowledge are related to military fields. Therefore, they felt more interested in the course content that was related to military affairs and their home countries.

B.   IMPLICATIONS

The US Government, in its efforts to promote a safer, free and democratic environment around the world, has been providing assistance to its allies and friends. IMS who come to study at NPS do so under these notions, with the objective that students who graduate will be able to apply what they have learned for the betterment of their military and country when they return home. For the US Government to realize this purpose, institutions like NPS, and in this case GSBPP, must continually refine their programs and services to meet IMS needs.

Although it is very difficult to solve every problem, there is room for improvement. The issues raised in this research may be common knowledge, but are nonetheless now documented for those who have an interest in IMS.

It is important for the IMS to be able to deliver when he returns. It is also important that the IMS must be able to realize his purpose in coming to NPS, and this can be achieved if both the IMS' home country and NPS screen students properly before accepting them. Furthermore, while at NPS it is important that IMS participate fully in the program by interacting with other IMS and American students. It is through such integration that we can all learn from each other, apart from what is taught in classrooms. Our research finds that many IMS have problems with speaking and writing English, an area that needs to be addressed because communication is important for participation and interactions.

For GSBPP to fully realize its objectives will require IMS to not only attend class and complete assignments, but also to fully understand the subject. This requires an understanding of the workloads and the difficulties experienced by IMS; thus, IMS must have options available to them in choosing courses that will realize their and their countries' needs.

Quality of life issues are just as important as academic ones. The International Program Office can better realize its objectives by paying attention to some of the issues raised. There is no clear outline of what needs to done, but there are options that need to be explored.

C.   RECOMMENDATIONS

Recommendations based on these findings fall into four categories: (1) how to assist IMS in administration, (2) how to help IMS take advantage of learning opportunities available at the GSBPP in academics, (3) how to facilitate the academic support to meet the needs of IMS, and (4) how to improve the quality of life for IMS in living, learning, social activity, and entertainment.

1. **On Academic Issues**

   a) *Students Participation*

   The main issue of concern identified in this research is participation by IMS. We found that those who have a high level of skills in speaking and writing English do not have problems in participation. We suggest that courses like IT1600 and IT1700 be integrated into the main programs, augmented from the current two hours a week to four hours a week, and focused on improving IMS speaking and writing skills. We also suggest that GSBPP do more formal integration of IMS and American students; for example, by showing movies on a variety of international cultures.

   b) *Selection of Curriculums*

   Our studies show that closer attention should be given to the issue of choosing the appropriate curriculum, one that can give more flexibility in the electives, so that after covering the core business subjects the IMS can decide which courses are relevant and applicable to him when he returns to his country. We found that students who select their curriculums and courses on their own were satisfied with their curriculum and many found it to be beneficial to their next appointment.

   We suggest that the following be considered to address this issue:

   - The selection process should be reviewed so that IMS are given the opportunity to select their curriculum.

   - More IMS should have the opportunity to be enrolled in curriculums like 818 because there is more flexibility in the electives, allowing the IMS to decide which courses are most relevant and applicable to him when he returns to his country.

2. **On Administrative Issues**

   The major problems for IMS students identified in this study are short notification time of assignment to NPS and insufficient information about the school, particularly about the GSBPP.

   We found that higher the satisfaction with information on NPS an IMS gets before coming to Monterey, the less time they take to complete their accommodation arrangements. Therefore, sufficient information on NPS and GSBPP should be provided

to IMS well in advance (6 months) before IMS arrives at Monterey; these information of importance should cover accommodation, health care, insurance, employment opportunities for spouses, course outlines and if possible some preliminary reading materials before class starts. The information can be placed in the internet for students to access.

3.   On Academic Support Facilities

Although survey participants rated the Dudley Knox Library as excellent in providing its services, suggestions were made for improvements in certain areas:

- Need more computer facilities

- Need more access to home-country resources for both news and research

- Need to have materials in different countries languages. (e.g., Chinese Mandarin, Polish, Turkish, Spanish, Greek, etc.)

4.   On Quality of Life Issues

Our study found that, generally, IMS were satisfied with the quality of life while at Monterey. However, an issue that requires attention is the non-saluting of senior-ranking IMS by junior officers on uniform days. Although trivial, it is a sign of disrespect in the military; however, we cannot blame the junior officers because many do not know the rank insignia of other countries. We suggest that to address this issue, IMS should be issued with equivalent US military rank insignia for display on their uniform collars, and they should be fully briefed on US rank insignia and customs of the US military. We also suggest that the issue of parking at NPS be critically analyzed because of the negative effects it has on IMS learning experiences.

D.   LIMITATIONS AND FUTURE RESEARCH

The subjects of this project were IMS and faculty members at the GSBPP in NPS since 2004. We did not research outside the GSBPP, nor did we deal with possible change of policies or administrative procedures within the GSBPP. We did not revise an international MBA curriculum, investigate detailed personal emotions or apply the

findings to IMS of other schools of NPS. The study considered only people who already were IMS enrolled in the integrated MBA program at the GSBPP from December 2004 to March 2005.

The size and characteristics of the sample—the IMS population at the GSBPP--limit generalization beyond GSBPP. Due to the time and other resource constraints, a small sample size of respondents (71%) was obtained out of IMS at GSBPP who were subject to this research. Interviews were conducted with four graduating IMS and ten IMS who were in their first quarter. Therefore, these limitations made it difficult to conduct statistical analysis between perceived MBA program differences and the long-term benefits to all IMS. For those interviews conducted, English skills might have limited the interviewees' or interviewers' ability to adequately express the opinions that interviewers have experienced.

Under these limitations, this study was designed and carried out with the specific purpose of revealing the problems and benefits experienced by IMS at GSBPP and ways in which problems could be alleviated. The findings and implications that emerged from this research will contribute in some small manner to enhancing the programs of the GSBPP and making them more valuable for the international military participants.

As to future research, it is suggested that:

- In-depth and long-term research be carried out with IMS at the whole NPS, including qualitative and quantitative approaches to understanding their experiences and tendencies.

- A study be pursued of perceptions of the United States' students on IMS and their organization in across-culture adjustment.

- At a more detailed level, an investigation of the experiences of IMS from different countries, dealing with their various cultural adjustments, could be a revealing one.

- Programs designed to enhance the relationships between local and international students be implemented and evaluated.

Ultimately, the goal of the IMS experience is to realize the NPS mission, and that is "To provide relevant and unique advanced education and research programs that increase the combat effectiveness of the United States and Allied Forces..."

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APPENDIX A.   LIST OF ABBREVIATIONS

AA – Academic Advisor

AACSB - American Association of Collegiate Schools of Business

APC – Academic Profile Code

BOQ – Bachelor Officer Quarters

CT – Counter Terrorism

DLI – Defense Language Institute

DoD – Department of Defence

FMS – Foreign Military Sales

GSBPP – Graduate School of Business and Public Policy

IMET – International Military Education and Training

IMS – International Military Student

IPO – International Program Office

ITO – Invitational Travel Order

MBA – Master of Business and Administration

MOD – Ministry of Defense

MWR – Morale Welfare and Recreation

NASPAA - National Association of Schools of Public Affairs and Administration

NETSAFA - Naval Education & Training Security Assistance Field Activity

NPS – Naval Postgraduate School

SAM – Security Assistance Manager

TOEFL –Test of English as a Foreign Language

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APPENDIX B.   GLOSSARY

- *Administration* – The act or process of administering, especially the management of a government or large institution. The activity of a government or state in the exercise of its powers and duties. Often Administration is **t**he executive branch of a government. The group of people who manage or direct an institution, especially a school or college.

- *Academic* – Of, relating to, or characteristic of a school, especially one of higher learning; or belonging to a scholarly organization.

- *Academic support* – Including those activities carried out in direct support of one or more of the three primary scopes (Instruction, Research, Public Service). The activities include (1) activities related to the preservation, maintenance and display of both the stock of knowledge and educational materials (for example, library services); (2) activities that directly contribute to the way in which instruction is delivered or research is conducted (such as educational media services, computing support, ancillary support); and (3) activities directly related to the administration of academic programs.

- *English Proficiency* – Means that students can make it in all English classes without English-language support.

- *Faculty* – The body of person to whom is in trusted the government and instruction of a college or university, or of one of its departments; the president, professors, and tutors in a college.

- *FMS* – Foreign Military Sales case for training. It would include an FMS system sales case that has one or more training lines on the case.

- *Grounded theory method* – It allows the researcher to begin a research study without having to test a hypothesis and to develop hypotheses by listening to what the research participants say. Because the method involves developing hypotheses after the data are collected, it is called *hypothesis-generating research.*

- *IMET* – International Military Education and Training is a low cost, key funding component of the United States security assistance that provides training on a grant basis to students from allied and friendly nations.

- *IT 1500* – Informational Program Seminar for International Officers. This course provides international students with an awareness and functional understanding of internationally recognized human rights and the American democratic way of life. Areas of emphasis introduced during the seminar include civil-military relations, human rights, relationships in a democratic society, and a comparative look at the U.S. free-enterprise system.

- *IT 1600* – Communication Skills for International Officers. This course provides the opportunity to enhance English speaking and listening skills by taking part in organized oral exercises, group discussions, and instructional briefings on a variety of subjects. The course addresses pronunciation by incorporating language software programs to improve speaking. Building reading and writing skills is part of the course, but not the main focus.

- *IT 1700* – Academic Writing for International Officers. Structured to prepare students for the task of writing a research or thesis paper. The course updates students on the organization and the rhetorical styles in an academic paper by discussing, analyzing, writing, revising and editing various papers. Strategies for thesis preparation are covered.

- *Quality of life* –The degree to which a person enjoys the important possibilities of his/her life. Possibilities result from the opportunities and limitations each person has in his/her life and reflect the interaction of personal and environmental factors.

- ***Semi-structured interview*** – A type of structured interview where the researcher has pre-set questions, but will occasionally ask some spontaneous ones.

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APPENDIX C.   INTERVIEW QUESTIONS FOR NEW IMS

**The areas that we are going to cover during interviews
with International Newcomers at the Graduate School Business and Public.**

Our goal is to find some environmental, cultural and individual differences.

How could you describe your social perception like collaboration component, discussion groups, etc?

What is your native language and could you provide with an approximate score of your TOFL examination (if you took it)?

Please provide us with your feelings on hosts country's cultural impacts cultural impacts (housing, food, health care, etc.).

Could you describe your study adjustments during first weeks of being in Monterey?

What is your undergraduate background?

How would you assess yourself as far as ability in English is concerned (speaking, writing, reading)?

Are you comfortable with class discussions, answering the lecturer's questions or taking notes during classes?

Did you have some Predeparture training concerning NPS requirements and courses designed?

When did you finally know, that you would come to the NPS?

Did you select your curriculum by yourself?

What is the source of support, are you sponsored by the IMET, FMS, or others?

What is your impression on family adjustment here in the U.S.

Could you provide with Personal characteristics, area of interest, experiences/values?

How could you assess facilities on the Campus [library, internet access, bookshop, aids in classrooms (video, tape, transcripts of lectures) etc.],

What is your impression on administrative factors, as well in your home country, as here at the NPS?

How do you find the level of difficulties of the courses that you were given for the first quarter?

Did you feel the stress of academic work?

How do you assess the sponsor programs led by the International Program Office IPO?

Are you happy with orientation briefings led by IPO?

APPENDIX D.   SURVEY QUESTIONNAIRE

INFORMATION ABOUT the NPS

1. When did you learn that you would be attending NPS before traveling to Monterey? Please choose one.
    Less than one week before leaving
    Less than one month before leaving
    Less than six months before leaving
    Less than one year before leaving
    More than one year before leaving

2. How would you rate your level of satisfaction regarding your country's services' administration before coming to NPS? Please choose one.
    Very Unsatisfied; Fairly Satisfied; Satisfied; Very Satisfied

3. How would you rate your level of satisfaction with information about the NPS were you provided with before coming in Monterey? Please choose one.
    Very Unsatisfied; Fairly Satisfied; Satisfied; Very Satisfied.

4. How would you rate your level of satisfaction regarding NPS check-in process after arriving in Monterey? Please choose one.
    Very Unsatisfied; Fairly Satisfied; Satisfied; Very Satisfied.

5. How would you rate your level of satisfaction regarding information about BPP were you provided with before coming to NPS? Please choose one.
    Very Unsatisfied; Fairly Satisfied; Satisfied; Very Satisfied.

6. How much time did you need to complete your accommodation (find a house, open bank accounts, put children to school, buying a car etc.) after arriving in Monterey? Please choose one.
    Less than one week,
    Less than two weeks,
    Less than three weeks,
    More than one month.

CURRICULUM

7. Did you select the curriculum you are enrolled in on your own?
    Yes, No

8. If you were given an opportunity, would you select the same curriculum you are now enrolled in?
    Yes, No

9. How would you rate your level of satisfaction with your curriculum? Please choose one.
   Very Unsatisfied; Fairly Satisfied; Satisfied; Very Satisfied

10. How would you rate your level of satisfaction regarding information about your curriculum were you provided with before coming to the NPS? Please choose one.
    Very Unsatisfied; Fairly Satisfied; Satisfied; Very Satisfied

11. Do you think that the curriculum you are enrolled in will be beneficial to your next appointment in your country? Please choose one.
    Not Beneficial, Fairly Beneficial, Beneficial, Very Beneficial

12. How do you rate your level of English proficiency? Please choose one in each category.
    Speaking: Poor, Fair, Good, and Excellent.
    Writing: Poor, Fair, Good, and Excellent.
    Reading Comprehension: Poor, Fair, Good, and Excellent.
    Listening: Poor, Fair, Good, and Excellent.

CURRENT QUARTER AND STUDY GROUPS

13. How do you rate the level of workload in your current quarter? Please choose one.
    Very High; High; Medium; Low, Very low.

14. If you are working in groups, in what composition do you feel comfortable working with? Number in order of preference, 1 being your first choice and 4 being the last favorable.
    With all American Students (except you)
    Mostly Americans
    Mostly International Students
    With all International Students

15. Please provide with some reasons for preferences listed in the previous question.

16. Are you in any study group?
    Yes, No

17. How helpful do you find being in a study group? Please choose one.
    Not helpful, Fairly helpful, Helpful, Very helpful, N/A.

18. How do you prefer to participate in class discussions? Number in order of preference, 1 being your first choice and 4 being the last favorable.
    Randomly selected by a lecturer;

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Allocated presentation time;
Group discussions;
By raising hand.

19. How do you rate the research, teaching and learning facilities at the NPS? Please choose one in each category.

RESEARCH, TEACHING AND LEARNING FACILITIES

20. Indicate which of the following library services you have used (mark all that apply)
Borrowed books, videos, theses, etc;
Requested books, articles or other documents from other libraries via Interlibrary Loan/Document Delivery;
Used databases or electronic journals to find articles;
Used the library building for meeting or studying;
Used a computer in the library;
Used library copy machines, scanners, self-checkout machine;
Took a library class;
Got help from a research assistance librarian (Ann Jacobson or others - by phone, e-mail, appointment, office visit, etc.);
Used Ask a Librarian Live! to reach a librarian via chat.

21. How would you rate your level of satisfaction with the Library's support for your study and research? Please choose one.
Very High, High, Medium, Low, Very Low.

22. Could you explain the rating you gave answering the question #21?

23. Please, tell us one way the Library could support International Students' study and research.

24. Please, list two things you like about living in Monterey or about the NPS Assignment?

25. Please, list two things you would like to see being improved in Monterey or at the NPS?

26. Please, write whatever you would think that we should employ to our project or write any comments.

DEMOGRAPHICS

27. Name *(optional)

28. Service

29. Country

30. Rank / Level

31. Curriculum

32. Who finances your studies?

33. Age range

34. Marital Status?

35. Which quarter are you currently on?

36. How many children?

37. Accompanied in Monterey with your family?

38. Approximate TOEFL score before coming to NPS.

39. Expected date of graduation

40. Native language

41. Undergraduate area of studies and graduation year before coming to the NPS.

42. Postgraduate area of studies and graduation year before coming to the NPS.

APPENDIX E.   INVITATION EMAIL

Dear International Student,

       You are invited to take part in a Marketing Survey designed to gauge your views and your general level of satisfaction regarding the GSBPP programs currently offered by the NPS to International Students. Your response will be analyzed as part of a MBA thesis project.

       The Survey is conducted on a volunteer basis, however we encourage that you take part in order for the school to fully appreciate the problems and benefits of International Students attending the GSBPP. We also assure you that all responses will be treated with total confidentiality.

       Answering this survey will help the faculty and administrators at the GSBPP to improve their programs for International Students now and in the future. We would appreciate if the survey can be completed by Sunday 13th March 2005.

       Thank you very much for your cooperation and feedback...

CAPT Smith

Military Associate Dean GSBPP

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APPENDIX F.   DEFINITION OF MEASURES

To ensure that analysis is simplified we have redefined the measures of the various level of measurements as shown in the figures below.

Table IV-1

Definition of Measures						
Variable	**Low**	**High**	**Variable**	**Uncomfortable**		**Comfortable**
Level of Satisfaction	Very Unsatisfactory Fairly Satisfactory	Satisfactory Very Satisfactory	Level of comfort	Preference 3 & 4		Preference 1 & 2
Level of Benefits	Not Beneficial Fairly Beneficial	Beneficial Higher Beneficial	**Variable**	**Low**	**Medium**	**High**
			Level of Work Load	Low Very Low	Medium	High Very High
Level of English proficiency	Poor Fair TOEFL scores of less than or eqeual to 250	Good Excellent TOEFL scores higher than 250 Those who come from English Speaking countries and has a waiver	**Variable**	**Not really Helpful**		**Helpful**
			Level of Help	Not Helpful fairly Helpful		Helpful Very Helpful
			Variable	**Early**		**Later**
			Part of course	1st, 2nd, 3rd & 4th Quarter		5th, 6th, 7th, 8th Quarter

Level of Satisfaction: A rating of higher level of satisfaction applies to those who responded as satisfactory and very satisfactory, and a rating of lower level of satisfaction is those who responded as very unsatisfactory and fairly satisfactory.

Level of Benefits: A rating of higher benefits refers to those who responded as beneficial and very beneficial, and a rating of lower benefits refers to those who responded as not beneficial and fairly beneficial.

Level of English Proficiency: A rating of poor or fair or a TOFEL score of less than or equal to 250 is measured as a low level of English proficiency and a rating of good or excellent or TOFEL score higher than 250 is rated as having a high level of English proficiency. A number of students who come from English speaking countries are normally exempted from taking the TOFEL test. These students are rated as having a high level of English proficiency.

Level of comfort: A response as preference 1 or 2 is measured as comfortable and a response as preference 3 or 4 is measured as uncomfortable.

Level of work load: A rating of low refers to a response of very low or low, a rating of medium refers to a response to medium and a rating of high refers to a response of high or very high.

Level of help: A rating of not really helpful refers to a response of not helpful or fairly helpful and a rating of helpful refers to a response of helpful or very helpful.

Parts of Course: Those who are in the their first, second , third and fourth quarter of studies are classified as being in the early part of the course and those who are in their fifth or higher quarter of studies are classified as being in the later part of the course.

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